Preface

The materials assembled in this student 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 This handbook is not an official publication of the University of Iowa and is superseded in cases of conflict by the Manual of Rules and Regulations of the Graduate College, of which all faculty members have a copy. 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 to that effect; however, the student can choose to be regulated by policies introduced in subsequent semesters. There may be revisions to the Plan of Study that are introduced at the beginning of an academic year.

In their dealings with students, faculty members in the School Psychology program adhere to a standard of confidentiality. Students can expect that information offered to a faculty member in confidence will be kept in confidence, unless mandatory disclosure is indicated for legal or ethical reasons. In all situations, the faculty members follow University, College, and Program policies while they maintain confidentiality.

*If 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: 202-336-597 Fax: 202-336-5978
STUDENT-FACULTY CONTRACT

Ph.D. Program in School Psychology

Student’s Name  Date of Admission

The above-named student has been accepted into the Ph.D. Program in School Psychology at The University of Iowa. Program policies and practices are explained in the Ph.D. Student Handbook and revisions to the Handbook are provided during the student’s tenure at the University.

The Plan of Study in effect during the semester that the student is admitted will be the standard by which the student and the advisor select course work leading to completion of the degree. The student can elect to adopt a Plan of Study issued subsequent to the date of first admission. Revisions to the Plan of Study often have implications for certification and licensure; adoption of a new Plan of Study may be to the student’s long-term advantage.

The signatures below attest to the student and faculty’s acceptance of the conditions placed on enrollment by the School Psychology Program at the time of admission. Restrictions and conditions applied by the Graduate College, the College of Education, or The University of Iowa are not reflected in the Contract. Any changes in Program requirements and practices will be communicated to the student in writing. Any changes in the student’s acceptance of program requirements may affect status in the program.

I understand and accept the requirements for completion of the Ph.D. degree in School Psychology. I understand that the courses listed in the Plan of Study at the time of my admission will remain in effect unless I elect to adopt a subsequent Plan.

Student’s Signature  Faculty Witness

Date Signed
[Note, sign, and date revisions on reverse side]
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Program Overview

The Ph.D. program in School Psychology at The University of Iowa is fully accredited by the American Psychological Association* and is also fully 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.

The doctoral program is committed to training professional psychologists who are knowledgeable about and have experiences in schools as service settings and who possess special expertise in addressing children's/adolescents' affective and cognitive needs. Our intention is to train students to achieve competency in providing a wide range of developmentally and culturally appropriate psychological services and in conducting research on a variety of psychological problems. The program's curriculum has been developed to reflect consideration of multicultural issues within theory, research, and practice. The program strives to produce psychologists who promote psychology as a profession and a science.

Completion of the Ph.D. program in School Psychology typically requires four years of full-time study on campus plus a one-year full-time internship off campus.

Goals for the Ph.D. Program
The School Psychology program...
A. Prepares students for the emerging responsibilities of practice in professional school psychology.
B. Follows recognized standards for the broad profession of psychology and the emphasis area of school psychology.
C. Functions within the broad mission and goals of the Division of Psychological and Quantitative Foundations, the College of Education, and The University of Iowa.
D. Serves and trains others to serve local, state, and national needs for psychological services.

Objectives for the Ph.D. Program
The School Psychology program prepares students who demonstrate the following:

1. Professional identity as a school psychologist.
2. Knowledge of the theoretical and empirical foundations of psychology: biological bases, cognitive-affective bases, social bases, and individual differences.
3. Knowledge of typical and atypical development in children (including including health impairment and common genetic disorders).
4. Knowledge of the ethical standards and principles for the profession of psychology and the emphasis area of school psychology.
5. Ability to apply these standards and principles in work as a graduate student, practicum student and intern.
6. Knowledge of state and federal civil rights and education laws that affect the services provided to children, and in turn, affect the role and function of school psychologists.
7. Knowledge of family, school, and community systems.
8. Knowledge of local, state, and federal agencies providing services to children and their families.
9. Skills in consultation and collaboration with children and families and school, medical, and mental health personnel.
10. An awareness of their own culture, values, traditions and biases that influence their personal and professional perspectives.
11. An awareness, sensitivity, and respect for individual differences.
12. Knowledge and awareness of diverse groups.
13. Knowledge and awareness of how to create a "safe" environment for all clients.
14. Knowledge and skills in providing culturally competent services to clients.
15. Knowledge and skills in basic interviewing, listening, reflecting, and summarizing techniques.
16. Knowledge of major counseling theories and techniques and their application in school and mental health sites.
17. Knowledge of behavioral assessment and skills in behavioral assessment, including functional assessment and analysis.
18. Knowledge and skills in providing empirically supported academic and behavioral interventions.
19. Knowledge and skills in administering, scoring, and interpreting a variety of assessment techniques (formal and informal).
20. Skills in integrating data obtained from formal and informal assessment (observations, interviews, record review, portfolios, performance, testing).
21. Skills in effectively communicating orally and in writing the findings from case studies.
22. Knowledge of measurement terms, research design, statistical analysis, and program evaluation.
23. Skills in applying measurement concepts, research design, statistical analysis, and program evaluation in practical situations.
24. Knowledge of models of supervision and application of that knowledge in providing supervision to others.
25. Adequate social/ emotional adjustment to work effectively with peers, faculty/ staff, supervisors, children, families, and school and mental health personnel.

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 nontraditional settings (e.g., hospitals, mental health clinics).

As an applied-psychological specialty, school psychology has historical roots in learning, in mental health, in measurement and testing, and in the education of children and youth with disabilities. Whereas school psychology can overlap with other psychological specialties (e.g., educational psychology, child/clinical psychology), its hallmark has been in identifying the needs and resources
of children/adolescents and their families and in working with educators and mental-health service providers to enhance the children/adolescents cognitive and social/emotional development.

Upon completion of the program, students obtain positions as school service providers, private practitioners, faculty members, staff members of community agencies, and psychologists in pediatric settings.

Professional Training Opportunities

The University of Iowa School Psychology program is dedicated to the training of professional psychologists. As part of the basic program requirements, all students in the Ph.D. Program are required to accumulate a minimum of 900 hours of practicum. Practicum agencies accepted by the program include schools served by the Grant Wood and Mississippi Bend Area Education Agencies, the clinics located in the University of Iowa Hospitals and Clinics, and various other clinics/programs operated on and off campus. Students and faculty work collaboratively to select practicum sites that meet needs and preferences. Students are placed in a variety of sites to ensure that they receive broad training using different intervention modalities with an extensive clientele. All students will participate in practica that involve services with a broad array of culturally and/or linguistically different families.

Experiences are available for conducting many types of assessment, consultation, counseling, and intervention, with clientele ranging in age from infancy to adulthood. During practicum training, the student is under the supervision of both a faculty member and a site supervisor. The faculty member is always a licensed professional, whereas the site supervisor may be either a licensed professional or may be under the direct supervision of a licensed professional. Ongoing evaluation of practicum sites and supervisors is conducted.

All Ph.D. 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. Internship sites are approved by the faculty. Students are expected to select an APA- or APPIC-approved internship or an approved experience within a school/clinic setting. Faculty provide extensive guidance and support in the selection of an internship site.

Research Training Opportunities

In addition to receiving training as practitioners, students are required to become competent in understanding, evaluating, and conducting research. Because school psychology incorporates many areas of research and study, faculty research interests are diverse. Each student may choose a faculty member (e.g., advisor) to chair his or her Ed.S. equivalency research project and dissertation. Offered each semester, a research seminar allows for discussion of important research topics and projects with students. Guidelines for conducting research may also be discussed in additional meetings with faculty.

Many students are appointed to research assistantships with School Psychology faculty or other faculty of The University of Iowa. Faculty and students have participated in collaborative research projects with staff from the University Hospitals and Clinics and from several departments within the College of Education.
Faculty members across campus also conduct grant-supported research. Currently, this research includes 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.

In addition to pursuing research interests of their own, students are encouraged to take an active part in faculty projects by developing and conducting research. Guest lecturers to the College and University offer opportunities to remain abreast of research activities across the nation. This is an integral part of the program. Students not only have access to very current research findings, but also often have the opportunity to discuss their research interests with an expert in the field; students may then be motivated to conduct research in the area presented. Several research projects are ongoing in the department and students are strongly encouraged to join one of the research groups that exist as well as help create a new research group.

Program Faculty

The members of the School Psychology program faculty have varied backgrounds and interests. Consistent with the goals of the training program, members of the 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 the American Psychological Association, the National Association of School Psychologists and the Iowa School Psychological Association. A list of School Psychology faculty can be found on page 9.

In addition, students may work closely with other faculty members in the Colleges of Education and Liberal Arts. Students may also work with members of the faculty and clinical staff in the Departments of Pediatrics and Psychiatry, and at the Center for Development and Disabilities (CDC).

Pediatrics and CDC
- Dennis Harper
- Scott Lindgren
- Lynn Richman
- Joel Ringdahl
- David Wacker
- Linda Cooper Brown
- Valerie Cool
- Kevin Wood
- Mary Ann Roberts

Psychiatry
- Beth Troutman
- Kate Hancock
- Karen Nelson
- Al Marshall
- Margaret Wong
STEWART W. EHLY  
Ph.D., University of Texas at Austin  
Professor  
Coordinator of Admissions  
Licensed Psychologist, State of Iowa; Certified School Psychologist, Texas

Office: 352 Lindquist Center (319-335-5335)  
e-mail: stewart-ehly@uiowa.edu

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

KATHRYN C. GERKEN  
Ph.D., Southern Illinois University  
Associate Professor  
Director of Training and Internship Coordinator  
Licensed Psychologist, State of Iowa; Certified School Psychologist, State of Iowa; Certified School Psychologist, Texas

Office: 362 Lindquist Center (319-335-5333)  
e-mail: kathryn-gerken@uiowa.edu

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.

JOHN NORTHUP  
Ph.D., The University of Iowa,  
Associate Professor

Office: 374 Lindquist Center (319-335-5563)  
e-mail: john-northup@uiowa.edu

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.

CHRISTINE NOVAK  
Ph.D., The University of Iowa  
Clinical Assistant Professor  
Practicum Coordinator  
Licensed Psychologist, State of Iowa; Certified School Psychologist, State of Iowa, Certified School Psychologist, State of Missouri

Office: N326 Lindquist Center (319-335-5558)  
e-mail: christine-novak@uiowa.edu

Interest areas: Assessment models, psychoeducational interventions, and pediatric psychology.

Students

To ensure a close working relationship between faculty and students in training, the School Psychology program admits a limited number of students each year. Students entering the program have a variety of undergraduate majors and previous employment experiences. Those students who are not undergraduate psychology majors or who have had limited psychology course work are encouraged to take basic courses in psychology prior to applying to the School
Psychology program. If, however, a student enters the program without the prerequisite psychology course work, he or she will be directed to take the required prerequisites.

Once in the program, students work closely with core faculty to schedule courses, to discuss research projects, to develop plans for completion of required field experiences, and to review progress through the Plan of Study. The advisor is the student's primary contact with the core faculty. A roster of current students' telephone numbers and addresses is distributed each year to students and faculty.

Research and Dissertations. Students have been engaged in a number of research and practice activities, and have gained state and national recognition for the excellence of their work. Dissertation projects in recent years have included such titles as the following:

- An Examination of Teacher’s Ability to Identify Middle School Students with Depressive Characteristics
- The Academic and Behavioral Functioning of Youth with Learning Disabilities, Conduct Disorder, or Both Conditions
- The Relative Effects of Contrasting Food Dimensions During the Treatment of Pediatric Feeding Disorders
- Traumatic Brain Injury in Children and Adolescents: Cognitive, Academic, Learning, and Memory Outcomes 6 to 8 Years Following Injury

Copies of all dissertations are stored in the Main Library and can be checked out.

Membership in Professional Associations. Each student is strongly encouraged to belong to at least one national or state professional association in school psychology. Students can choose from such national associations as the American Psychological Association (APA) Division 16 or the National Association of School Psychologists (NASP). Two state associations available here are the Iowa School Psychologists Association (ISPA) and the Iowa Psychological Association (IPA). We strongly encourage membership in APA and at least one other professional organization. Many students present papers at conferences and publish papers while in the program.

School Psychology Student Association (SPSA). The SPSA has been in existence since the spring semester of 1989 and is open to all students in the School Psychology program. The purpose of the association is to provide support and assistance to students. The association also arranges for guest speakers, and disseminates such information as student awards, assistantships, practica, internships, conventions, conferences, and memberships in professional organizations. Meetings are held at least twice a year, but may also be called as needed. In addition, the organization provides orientation information to new and prospective students. At least one student organization representative participates in prospective student interviews and provides input during the selection process. Elections for co-presidents are held once a year in April. Co-presidents serve as student representatives at faculty meetings and to the Advisory Committee.
Degree Requirements

Prerequisite Course Work

Students may be admitted to the program and required to complete course work that is prerequisite to program requirements.

Curriculum Requirements

Students complete course work in each of the following areas:

1) Psychological Foundations
2) Psychoeducational Foundations
3) School Psychology
4) Research and Statistics
5) Elective Emphasis

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. The Plan of Study approved for students entering the Program is included in the Appendices.

Minor Area

Pediatric psychology is the only formal minor area of specialization we have at this time. Students must be accepted into this minor by the faculty of Pediatric psychology. The prerequisites are as follows:

Minor in Pediatric Psychology
Department of Pediatrics
University of Iowa Hospitals and Clinics

Prerequisites

1. Admitted to the Ph.D. program in School Psychology at the University of Iowa.
2. Successfully completed a course or practicum with a Pediatric Psychology faculty member.
3. Inform advisor of interest in Pediatric Psychology.
4. Student makes an appointment with Lynn Richman, Chair of Pediatric Psychology, UIHC, to discuss the specialization.
5. A formal letter of recommendation from the student’s advisor indicating that there is program approval for the student to add this emphasis and, when appropriate, substitute Pediatric Psychology courses for current required courses. The substitutions will be specified, since they will become part of the student’s formal Plan of Study.
6. There are no set deadlines for applying, but students will not be accepted without the above prerequisites and formal approval by the faculty in the Pediatric Psychology program.
Specific Course and Practicum requirements are under revision (August 2003). The student will take a 3 hour comprehensive exam in Pediatric Psychology at the completion of all coursework.

Any student can request to create a minor area of study. The minor involves special requirements beyond those of the elective emphasis. Students must submit a written proposal for the minor area; this proposal should indicate what courses will be taken and which faculty member will be responsible for writing the comprehensive examination within the minor area. The plan must be dated and signed by the student, the minor advisor, and the School Psychology program director. The faculty member may impose special requirements on the student as a prerequisite for involvement. Note that individual departments and programs may require the student to work under policies for nonmajors in an area.

In addition to course work, students receive training in professional psychology and research. Professional training is obtained through a practicum sequence and a full-year predoctoral internship. Research training evolves from a student's required course work, completion of an Ed.S. equivalency research project, and completion of a dissertation.

**If the student progresses at the expected rate, the program takes approximately five to six years to complete (including the predoctoral internship).** It should be noted that the School Psychology program is intended as a full-time program. Students have the option, however, of pursuing studies on a half-time basis, as long as they satisfy University requirements for full-time residency. The Graduate College will provide copies of University residency requirements. Students who cannot complete the program on a half- or full-time basis must petition the faculty for a waiver (see p. 24ff for details).

**Comprehensive Examinations**

In addition to course work, all students must pass three comprehensive examinations that cover the core requirements—theory and research; issues and ethics; and practice methods/applications—and can elect to complete an examination in a minor area. Comprehensive examinations are taken after the student has taken all coursework, usually in the fourth year. The exams are both written and oral. For each of the aforementioned areas, three hours are allowed for writing. Thus, the written portion takes nine hours in total. After the committee has evaluated the written exams, an oral exam is conducted. A student must receive a rating of pass in each area by a majority of the examination committee.

**School Psychology Credential**

To practice as a school psychologist in the State of Iowa, students must complete one additional course: Introduction to Exceptional Persons (7U:130) or Mainstreaming the Exceptional learner (7U:100). Iowa School Psychology licensure is optional. However, we recommend that all students obtain this license as it makes it easier to obtain licensure in other states. Also, if the licensure is not obtained at the time a student finishes the program at the University of Iowa, the state requirements may change and a student might have to do additional coursework in order to be licensed at a later date.
Internship

Students spend a calendar year (or two years half time) at an internship setting approved by the School Psychology faculty. In order to apply for internship the student must have:

• Completed all required course work.
• Completed the Ed.S. or Ed.S. equivalency research requirement.
• Completed all required practicum experiences

In order to begin the internship, the student must have:

• Successfully completed the comprehensive examinations as indicated by a satisfactory rating on the exams.
• Successfully proposed a dissertation topic as indicated by committee approval of the first three chapters of the dissertation.

Other Requirements

Students must display appropriate levels of emotional stability and interpersonal skills and act within the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct.

Annually, PhD candidates submit a professional portfolio in order to insure that they have mastered program goals. The portfolio is reviewed each year by core faculty, who provide input and guidance to the student. Students meet each year with the faculty to discuss progress and plans. A meeting will be arranged for students toward the end of the spring semester and all faculty members must receive the completed portfolio at least one week prior to the meeting. The content of the portfolio includes samples of work that have been completed throughout the program, as well as work created specifically for the portfolio. Portfolio materials should be typewritten or word-processed on 8.5 x 11-inch paper and placed in a hard cover, three-ring binder. The Appendix contains the guidelines for portfolios.

While in the School Psychology program, students are expected to maintain reasonable progress. A typical five-year program is based on 12 hours per semester and full-load summers, i.e., the course load needed to complete requirements within 5-6 years. It is suggested that students should take the school psychology core, the basic psychology core, and the statistics core in the first three years. At the end of the third year, the majority of course requirements should have been completed. If the student has completed 96 semester hours at this point and 10 semester hours are elected for dissertation, the student will have a limited number of semester hours of course work remaining. The fourth and fifth years are flexible. The last year is typically for completion of the predoctoral internship requirement. If progress has been accelerated during the first three years, the fourth and fifth years may be collapsed, and thus, the student may be able to complete the dissertation and the predoctoral internship during the same year. However, concurrent work on the dissertation and internship is very difficult and not recommended. Each student and his or her adviser must individualize the program and must plan for more course work to be completed in order to fulfill the required semester-hour total. The minimum number of semester hours for dissertation credit is 10.
Students who hold half-time assistantships 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 need to be made. Students with an assistantship may elect to assume fewer course hours during any semester.

The Ed.S. Option

Students completing the doctoral degree plan have the option of satisfying requirements for the Ed.S. degree, listed in the Appendices. The Ed.S. degree requires a minimum of 60 semester hours of course work. Completion of the Ed.S. or Ph.D. degree is needed to qualify for state credentials as a professional school psychologist. The student must also complete one additional course, Introduction to Exceptional Persons (7U:130) or Mainstreaming the Exceptional Learner (7U:100). Occasionally students seek a state credential to qualify for paid positions within school settings or to secure a higher paying internship.

A student interested in completing the Ed.S. degree must complete the current Ed.S. Option Plan of Study. The plan typically requires a minimum of three years of study.

Practicum Guidelines and Information

The Program begins the field experience sequence with the Prepracticum and Professional Seminar(7P:224) during the fall semester of the first year. The Seminar provides students with introductory information about the practicum sequence, the profession of school psychology, current issues in school psychology, and the organization and operation of schools and support services.

Two additional levels of practicum experience are required (7P:237 and 7P:337). An attempt is made to link the practicum experiences to the skills being learned in required courses; such as intelligence testing, assessment of learning difficulties, consultation, and psychoeducational interventions. The University provides liability coverage to students on practicum and internship sites. Students may wish to purchase additional liability insurance coverage.

Relative to practicum placements, the initial placements are in the schools (unless a student is a certified school psychologist), and the initial practicum in the clinic settings is usually in the summer.

As an APA-accredited program, we endorse APA's Guidelines and Principles for Accreditation of Programs in Professional Psychology (1996). The practicum is a central component of the curriculum; successful completion of the practicum requirement is prerequisite to applying for internship and, of course, receiving the degree. In addition to satisfactory performance in practicum courses, students have several responsibilities related to applying for practicum, documenting practicum activities, receiving supervision, and evaluating aspects of the practicum experience. These guidelines are designed to orient students to the practicum sequence—including the requirements, the possible sites, and the procedures for application and evaluation—and to specify respective student and staff responsibilities. The guidelines are program policy; exceptions to them are made only with the approval of the school psychology faculty.
Questions about practicum should be directed to the Practicum Coordinator, Christine Novak, N326 LC, 319-335-5558. Comments about the practicum sequence, sites, instructors, or supervisors—including issues requiring the consideration or action of the school psychology faculty—should also be addressed to the Practicum Coordinator. The Coordinator provides each student with a handbook on all policies and practices relating to the practicum.

Client Contact and Supervision Requirements

Students complete a prepracticum experience before they enter any formal practicum arrangements. During the prepracticum, students are introduced to policies and practices of school and clinic settings including supervision practices, ethical and practice guidelines, and communication skills. Successful completion of the prepracticum results in permission to negotiate entry to a practicum site.

A minimum of 900 hours of practicum is required. The actual number of hours depends upon the professional development level and goals of the student. A standard guideline for students taking three semester hours of practicum is 150 hours per semester, of which 75 hours are direct client contact and 30 hours are supervision. Students with prior school experience can negotiate practicum location with the Practicum Coordinator.

Students who are interested in an internship experience in a nonschool setting and who do not have prior work experiences as a school psychologist are required to complete a minimum of 600 hours of practica in a school setting. The Practicum Coordinator will provide additional details on this requirement.

Direct client contact—contact with children, adolescents, or adults—can include observation of children, consultation with teachers and parents, and other client-directed activities assigned by supervisors. Activities can include interviews, assessments, interventions, and sessions conducted with another psychologist, if the student actively participates (otherwise it is considered observation).

Three or more hours per week are devoted to supervision, at least one hour of which is face-to-face individual supervision on site and one hour of which involves group supervision as part of the practicum seminar. The practicum/internship handbook contains details specific to the nature of individual and group supervision.

It is the student's responsibility to record the hours devoted to the various activities in practicum, using the Documentation Form provided by the program. These should be kept current, as the supervisor or practicum instructor may ask to see them at any time. Summary information is collected by the Practicum Coordinator at the end of the semester and placed in the student's practicum file.
Practicum Sites and Application Procedures

A list of approved sites and a file of site evaluations are available from the Practicum and Internship Coordinators. Students planning to take practicum must apply for sites in the preceding semester, according to the following procedure:

1. Students file a Practicum Application Form with the Practicum and Internship Coordinators by the due date. The approximate due date for the fall and summer semesters is April 1; the due date for the spring semester is November 1 of the preceding fall semester. These dates may vary each semester in order to meet site deadlines.

2. Students are assigned to practicum sites according to
   - satisfactory completion of the prerequisite courses and faculty input.
   - student goals and interests.
   - availability of qualified supervisors.
   - student experiences and readiness for site

3. Students unsatisfied with the site assignment may appeal to the Practicum Coordinator for feedback and if appropriate, reconsideration by the faculty.

Practicum sites must be approved by the School Psychology faculty. Students interested in a nonapproved site may ask the School Psychology faculty to consider the site for approval, but may not use the site until it has been approved. Sites beyond a reasonable driving distance from Iowa City may be used only by students who have completed two practica, and then only if the site is approved and the student agrees to the arrangement. Because students at such sites cannot typically attend the practicum seminar, they must show (when seeking site approval) that they will have an experience equivalent to the seminar. This could take the form of participation in staff development sessions, supervised independent readings, or some other experience.

Students are not allowed to participate in paid practicum experiences.

Evaluation

Evaluation in a given semester of practicum is largely an individual matter and is based on specific goals set by the student and the supervisor, with input from the school psychology faculty. Goals should involve the following areas of skill development:

1. Self-assessment
   (e.g., identification of strengths and areas for improvement, initiation of relevant training activities, and monitoring of professional development)

2. Continued refinement of a personal theory of school psychology
   (e.g., a coherent view of human nature and development, of personality, of the change process, of psychoeducational interventions and goals, and of the psychologist's role)

3. Case conceptualization and management
   (as evidenced in the student's interactions with the supervisor and in formal case presentations)
(4) Psychological skills  
(e.g., the systematic observation of behavior, interviewing, test administration and interpretation, intervention, and consultation; the use of these skills in diverse populations)

Because school psychology is an intensely personal endeavor, practicum goals also involve personal development in the following areas:

(1) Understanding and appreciation of human diversity, particularly according to age, gender, ethnicity, culture, religion, and sexual preference;

(2) Understanding of and commitment to social and professional responsibility, as defined by the ethical standards of the profession;

(3) Self-understanding: insights into one's own personality, values, and worldview; and the impact of these factors in relationships with clients.

At the beginning of the semester, the meeting to establish a contract takes place. During this meeting, the student and supervisor are jointly responsible for operationalizing these areas in setting specific goals. It is their responsibility at formal evaluation sessions to provide specific evidence of the student's progress in these areas. Evaluation of the student's performance is both individualized and normative; it takes into account the student's own baseline and goals, but also estimates the student's performance relative to other students at the same level of training.

Formal evaluation takes place at least twice during the semester: at midterm and at the end. Formal evaluation begins with a meeting between the student and the supervisor that is designed to focus on the student's progress to date. At the mid-term and final evaluation, the student and the site supervisor use the Program's evaluation forms and provide the practicum instructor with a written evaluation of the student's performance. Copies of the forms are placed in the student's training file. The practicum instructor, upon considering the evaluation and the student's completion of all required work, awards the student a grade of satisfactory or unsatisfactory. Each student is asked to complete a written evaluation of the practicum site and supervision provided.

Approved Practicum Sites

The 15 Area Education Agencies in the State of Iowa, The University of Iowa Hospital and Clinics (Pediatrics and Child Psychiatry), and the Belin and Blank International Center.

Other sites are also available. The handbook on practicum policies and practices provides detailed information on approved practicum sites. Please consult this handbook, your advisor, and the Practicum Coordinator to review practicum requirements.

The Ed.S. Research Project

Guidelines
All Ph.D. students and students satisfying requirements for the Ed.S. option must complete an Ed.S. research project or its equivalency. The research project should be completed prior to the semester in which comprehensive exams (Ph.D. or Ed.S.) are taken. The faculty expect that students will complete the project by the end of the second year of full-time study and by no later than the end of the third year of full-time study. The student must register for *Research Project in School Psychology* (7P:342) for 1 semester hour each semester until the project is complete. The student will choose an Ed.S. research project committee in consultation with the major advisor. This committee must be constituted as follows:

1. Chair: major advisor or advisor-approved alternate
2. One member: School Psychology faculty
3. One member: one faculty member from the Division of Psychological and Quantitative Foundations (P & Q) or approved alternate

A committee of at least three members is required. More graduate faculty members from any related department may be added at the discretion of the student and major advisor. If the student wishes to have a faculty member—other than his or her major advisor—chair the committee, he or she needs to discuss this with the advisor and obtain approval for a different chair. Each advisor/chair can impose special requirements on students for completion of the project. The advisor/chair is responsible for informing the student of all special requirements.

In preparing this research project, the following guidelines apply:

a) The student will work closely with the advisor/committee chair in preparing a written prospectus for the project. It is recommended that the prospectus be approximately 15-20 pages long and include the following sections:
   - Introduction and statement of the problem,
   - Brief literature review,
   - Statement of hypotheses or research questions, and
   - Proposed methods.

The proposal for the Ed.S. research project must be well written, but it is not expected to be as comprehensive as the proposal for a dissertation (an exhaustive literature review and division of the prospectus into chapters 1-3 of the dissertation).

b) A convened prospectus approval meeting is required. **At least one week before this meeting (this is a minimum standard that must be met), the student must provide each committee member with a copy of the written prospectus that has been tentatively approved by his or her advisor/committee chair.** The student does not arrange the meeting without the explicit approval of his or her chair. Approval of the prospectus requires unanimous endorsement of the committee.

c) Laboratory or field data or existing databases must be analyzed within the study. Meta-analytic reviews of existing literature are also acceptable, providing that standard meta-analysis methodology is used.

d) The completed project must be written in journal article manuscript format, using the style requirements of the *Publication Manual of the American Psychological Association* (5th ed.). The research project should be 25-35 pages.
e) Following the completion of the research project and the approval by the chair of the project, the student must arrange a time for all committee members to attend an oral defense of the project.

f) Approval of the final written product and oral defense requires a majority vote of the student’s Ed.S. research project committee.

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

h) The signed approval form and copy of the approved final written product will be filed in the student's permanent file folder by the advisor/committee chair. Additionally, completion forms must be filed with the College of Education Office of Student Services.

i) The student will provide a copy of the final approved written product to each committee member.

Ed.S. Equivalency Research Project

An Ed.S. project or M.A. thesis completed at another university may fulfill the research requirement. However, the existing research project must involve a research study, not a theoretical paper. If a student has completed such a project, he or she must provide a copy of this master's thesis or formal research project to his or her advisor as soon as he or she enters the program. Either procedure a or procedure b should be followed:

a) If this research project—in the best judgment of the advisor—exceeds the minimum standards for an acceptable specialist research project in The University of Iowa School Psychology program, the advisor will then do the following:
   • complete Ed.S. Equivalency Approval Form I.
   • submit a copy of this form to the Program Coordinator.
   • place a copy in the student's permanent file.

The requirement will be waived.

b) If there are questions as to whether the research project clearly meets or exceeds the School Psychology minimum standards, the advisor will ask other core program faculty to evaluate it. When confusion about the project exists, the student may be asked to briefly present it to the faculty and to answer questions about it. 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 specialist research project under the guidelines listed in the previous section beginning on page 14.

Other Conditions

If students cannot fulfill the research project through previous work, they shall register for 7P:342 for 1 credit each semester—fall or spring—they are enrolled in the program. This requirement must be met until the project has been completed and approved. There is a maximum of 6 semester hours, but there is no minimum number of hours. A faculty-directed research seminar is
taken along with this enrollment. Students must have their Ed.S. research project completed and approved before they apply to internship sites: The Director of Training will not write a letter of program approval for internship sites, if the project is not completed by November 1 of the year the student wants to apply for internship.
Ed.S. Equivalency Approval Form I

School Psychology Doctoral Training Program

Approval of Ed.S. Equivalency Project from Another Degree program

Submit one copy of this form to the Program Director of the School Psychology program, and place one copy in the student’s permanent file. One copy of the thesis should be on file with the advisor.

Student’s Name: ______________________________________________________

Date: __________________

has successfully completed the Ed.S. Equivalency requirement of the School Psychology faculty as follows

Check one:

_____ 1. Ed.S. research project completed in another program.

University ____________________________________________________________

Program _____________________________________________________________

Title __________________________________________________________________

______________________________________________________________________

_____ 2. MA thesis completed in another program.

University ____________________________________________________________

Program _____________________________________________________________

Title __________________________________________________________________

______________________________________________________________________

Advisor approval:

______________________________________________________________________

Name ___________________________ Date ____________________
Ed.S. or Equivalency Approval Form II

School Psychology Doctoral Training Program
Approval of Ed.S. Equivalency Project

Submit one copy of this form and the research project to the Program Director of the School Psychology program. Also place one copy of the form in the student’s permanent file.

Student’s Name: ________________________________________________

Date: __________________
has successfully completed the Ed.S. Equivalency requirement of the School Psychology faculty under the direction of the School Psychology faculty at the University of Iowa.

Title __________________________________________________________
______________________________________________________________

Committee approval:
______________________________________________________________ Chair
______________________________________________________________ Member
______________________________________________________________ Member

Forwarded to student’s permanent file.
______________________________________________________________ Program Director
______________________________________________________________ Date
Comprehensive Examinations

Students can complete their comprehensive examinations during any semester, but they must seek approval the semester before they wish to take the examinations. The Student Services Office in the College of Education provides the dates of scheduled examinations. The necessary forms to register for the exams can be obtained at the same office. Each exam is three hours in length, for a total of 9-12 hours.

1. Student qualifications:

   a. Standard practice in the School Psychology Program is that the student's advisor serves as chair of the committee that reads the comprehensive examinations. The advisor will determine student readiness for the comprehensive examinations based on the following criteria:

      1) The School Psychology faculty review of the year proceeding the date of the comprehensive examinations indicated satisfactory progress.
      2) The student has completed all required course work.
      3) The student completed the Ed.S. equivalency research requirement the semester prior to the semester in which the comprehensive exam would be taken.

   b. If a student wishes to take the comprehensive examinations without having satisfied the aforementioned criteria, he or she may petition the School Psychology faculty for a waiver of that requirement.

   c. The student's chair will be responsible for approving the composition of the comprehensive examination committee, which must be constituted as follows:

      1) Chair or co-chair: School Psychology faculty
      2) An additional School Psychology faculty member
      3) One faculty member from the College of Education
      4) One faculty member to write in the minor area (if elected)
      5) One other faculty member (preferably P & Q Division)

      A minimum of five members is required.

   d. The student is responsible for asking all approved committee members whether they will serve on the committee and whether they wish to write examinations in addition to their reading them. After faculty members have consented to be on the committee and at least two months before the exams, the student must make an appointment with the committee members to determine what their expectations are and obtain from them suggested reading lists. The student is responsible for meeting with each committee member individually before the examinations.
2. Composition of the comprehensive examination

a. Students will be required to write examinations in the areas of

1) Theory and Research (3 hours)
2) Professional Issues and Ethics (3 hours)
3) Practice Methods/Applications (3 hours)
4) Minor area (optional):
The student may elect to write a fourth exam within a minor area such as Pediatric Psychology. The minor must be in a doctoral degree-granting program at The University of Iowa or a substantive theory-based area approved by a majority vote of the core School Psychology faculty. The minor advisor will determine the course work for the minor area.

b. The core faculty in School Psychology will generate questions for the three School Psychology comprehensive examinations. The Program Director will compile items from core faculty for use on the examinations. Question writers need not be members of the student's committee. Outside committee members can also submit questions to the Program Director. The student's minor area advisor will develop questions for a minor area examination. Ultimate responsibility for the composition of the comprehensive examinations rests with the program faculty.

c. Questions may cover the following:

1) Theory and Research
   In the broad domain of Theory and Research, questions may be presented on explication of specific theories of learning, normal and abnormal development, personality, counseling, racial identity, acculturation, etc. (any area covered in your course work)
   • comparison of these theories
   • critique of specific theories
   • nature of theory
   • ethical issues
   • the research literature on theories as well as assessment and intervention
   • research design and analysis issues

2) Professional Issues and Ethics
   In the broad domain of professional issues and ethics, questions may be presented on any ethical issues
   • current professional issues in psychology as a broad area
   • issues in school psychology

3) Practice Methods/Applications
   In the broad domain of Practice Applications/Methods, questions may be presented on interventions
   • integration of theory and practice with case study material
   • explication of procedures
• identification of critical issues
4) The questions in any of the domains may draw upon and/or focus on the following content areas:
   • typical and atypical development from birth-young adulthood
   • individual counseling and psychotherapy
   • history of psychology
   • consultation
   • interventions
   • assessment and diagnosis
   • legal issues
   • professional ethics
   • cross-cultural/multicultural and diversity issues
   • psychology core
   • statistics and research methods

d. Copies of previous comprehensive exam questions will be available from the Office Coordinator in 361 LC. Students must assume the responsibility of consulting with their major advisor, minor advisor (if any), and other core faculty concerning their preparation for comprehensive examinations. Lists of suggested readings might be obtained from individual committee members. Such lists, however, are meant to be suggestive, and not inclusive, in nature.

3. Evaluation of the Comprehensive Examination

a. The student's committee members will read the written examination and evaluate each response as either satisfactory or unsatisfactory. This evaluation should be completed within ten days of the examination.

b. The criteria for evaluation of responses include the following:

1) adequacy of student's knowledge base
2) familiarity with empirical findings
3) order and logic of thinking and presentation
4) synthesis and integration of materials and ideas

c. All doctoral students participate in an oral examination after the written portion of the comprehensive process. Students are responsible for scheduling the oral examination meeting. Students should contact their advisor after the written examination in order to receive feedback about their performance. This should be done at least one week before the scheduled oral examination. The advisor will summarize the ratings of all committee members as the exams are to be returned to the advisor. In the event that a student has failed to achieve a satisfactory rating on all parts of the examination, the student's committee will determine the extent of further examination.

d. The function of the oral examination is to allow the student's committee to determine his or her competence across a variety of areas. As is stated in the Manual of Rules and Regulations of the Graduate College, it is "intended to evaluate the candidate's formal preparation." The purpose of this examination, therefore, is not limited to providing students a second chance to respond.
adequately to the questions presented in the written comprehensive examination. All domains of school psychology may be covered by questions from the student's committee during the oral examination period, which typically lasts no more than two hours.

e. The final evaluation of the comprehensive examination—both written and oral portions—occurs after the oral examination. This evaluation will be conducted according to the rules and regulations of the Graduate College as follows:

1) The comprehensive examination will be evaluated by a convened meeting of the committee and reported as satisfactory, satisfactory with reservations, or unsatisfactory to the Graduate College within fourteen days after the completion of the examination. Two unsatisfactory votes will produce a committee decision of unsatisfactory.

2) In the event of a report with two or more votes of satisfactory with reservations, the exact stipulations of the committee shall be recorded with the report form. If the stipulations involve further examination in a particular area of study, the statement should be specific in defining the area, in requiring additional courses or other procedures, and in specifying the time and method of satisfying the stipulation. The candidate will not be admitted to the final oral examination until such stipulations have been satisfied. The executive of the major department should promptly send a written report to the Graduate College giving date of removal of reservations.

3) In case of a report of unsatisfactory on a comprehensive examination, the committee may grant the candidate permission to present him or herself for reexamination no sooner than four months after the first examination. The examination may be repeated only once, at the option of the department.

4. Other Policies and Procedures

a. The major advisor and (if any) the minor advisor are responsible for discussing with a student his or her performance on the comprehensive examination.

b. The Program Director and the Office Manager for P & Q shall maintain a file of previous questions that will be available to students.

c. If a student's elected minor area is not in a doctoral degree-granting program, the School Psychology faculty must approve the minor.

d. Before they schedule exams during the summer, students must consult with their advisor and verify the availability of faculty during the summer.
Dissertation

1. Guidelines:
   Policies and procedures for dissertation are governed by the Graduate College and described in the *Manual of Rules and Regulations of the Graduate College*. Unless the student requests an alternate arrangement, his or her advisor serves as chair of the dissertation committee. The advisor must be informed by the student that he or she wishes to have a different dissertation chair.

2. Composition of Dissertation Committee:
   a. Two School Psychology faculty members, one of whom chairs or co-chairs the committee
   b. One other member of the College of Education (statistician suggested for traditional experimental designs)
   c. One faculty member from outside the College of Education
   d. One other faculty member

* A Graduate College policy that went into effect during the 2002-2003 academic year is that a faculty member who has a clinical appointment can only serve as a co-chair of a dissertation committee along with a member of the Graduate Faculty. If two clinical faculty members serve on the committee, the student must still have 4 additional faculty members, who have regular faculty appointments on his or her committee.

3. Student Responsibilities and Expectations
   a. Setting up the Committee
      • The student is responsible for asking faculty members if they wish to serve on the committee.
      • 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.
   b. Setting up the Proposal Meeting
      • The student is expected to have the first three chapters of the dissertation written and approved by his or her advisor before scheduling a proposal meeting.
      • Each committee member must be given the proposed dissertation to read at least two weeks before the scheduled meeting.
      • The student may access the Dissertation manual from the University of Iowa website, under Graduate College.
   c. Working on the Dissertation
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.

The student should be aware that other committee members may or may not be willing to review the dissertation before it is complete.

A student must register every semester (except summer) until the dissertation is complete. Failure to register will require readmission.

d. Setting up the Dissertation Defense
   - A final defense should not be scheduled without the approval of the chair or co-chairs.
   - The student must obtain all necessary forms; these are available in the Office of Student Services (N310 Lindquist Center).
   - The committee members must be given a copy of the complete dissertation to read at least two weeks before the scheduled final examination date.

4. Timing of Dissertation Defense
   a. If the student has completed his or her dissertation before or during internship, he or she may sit for the final examination during the spring or summer semester of that internship year. The final deposit would then be made during the semester that the internship has officially ended.
   b. A student may graduate if and only if the official ending date of the internship—as verified in point 4a—is before the graduation date.
   c. The coordinator of internship will release a student for graduation. An internship completion form must be completed by both the student and the coordinator and placed in the student's permanent file prior to release for graduation.

Internship

1. Guidelines:
   Students spend a calendar year—or 1800 clock hours—at an internship center approved by the School Psychology faculty. (If the requirement is not met during practicum, a minimum of 600 hours must be in a school setting during internship.) Students may plan a full-time internship or may spend two years in a half-time internship based on the following criteria
   a. Completion of all required course work
   b. Successful completion of the Ed.S. equivalency research requirement
   c. Successful completion of practica requirements
   d. Successful presentation of a dissertation proposal
   e. Successful progress in the program
2. In addition, the student is required to successfully complete comprehensive examinations before going on a full-year internship or on the second half of a two-year internship. Exceptions must be requested in writing and approved by the core faculty group. A previous Ed.S. degree may modify internship selection priorities.

The student must complete an application form that is in the Practicum/Internship Handbook. This form should be submitted no later than **November 1** to the School Psychology faculty for review. (Earlier submission will benefit the student in seeking APPIC-approved internships.) The faculty will review the student's application and before December 1, will inform the student whether he or she has received approval to begin the internship.

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 APPIC-approved internship or an approved experience within a school/clinic setting. Please contact the Practicum Coordinator for a copy of the handbook that describes internship policies and practices.

**Waiver Procedures**

1. Procedures for student requests for waivers:
   a. **Type I**: Students who request a waiver of a curriculum requirement based on previous equivalent graduate course work (exceptions noted under c).

   Each advisor handles this waiver. The advisor has the obligation to evaluate previous graduate work and has the authority to grant equivalency. Such decisions remain binding, although the student may select a different advisor. The student has the opportunity to appeal a decision on a waiver to the faculty review committee. Students are advised that waiver of a requirement may have negative implications for licensure and certification in certain states. Please contact the Program Director for additional information.

   b. **Type II**: Students who request a waiver of a curricular requirement based on extracurricular experiences, on prior undergraduate course work, etc.

   The core faculty must evaluate this request. The student must transmit the request in writing through his or her advisor to the Program Director. This letter should specify the nature of the request, supporting evidence, and alternative proposals. The request will be considered at a convened meeting of the faculty and will be either approved or disapproved by majority vote.

   c. The request will be considered by the core faculty and will be waived by a majority vote of the faculty.

2. All advisors maintain an unofficial advising folder for each of his or her advisees. Records of the student's Plan of Study, requests for curriculum waivers (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 form is available in the Division office.)
3. All official documents (i.e., waivers granted by either advisor or program-faculty action) will be forwarded to the Program Director to be placed in the student's official folder in the Office of Student Services, College of Education, N310 Lindquist Center

Complaint Procedures

The School Psychology Program provides each student with several avenues to question, clarify, or challenge policies and practices that affect the student. No matter how the student proceeds, confidentiality—in keeping with ethical guidelines and practices—is maintained. 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 core School Psychology faculty can be approached.

2. The core 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 Student Association Co-presidents attend each meeting of the core faculty and thus can raise 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 (see appendices).

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 (335-6048). Further information can be found at http://www.uiowa.edu/~ooombuds/.

Guidelines for Evaluating Student Progress

I. Semester review

A. The Program Director will notify students of the date of the spring semester review meetings, so the student can prepare his or her portfolio and turn it into faculty members one week before the meeting date. The meetings usually occur during the last week of the spring semester.

B. The student and his or her advisor will meet in the fall and prior to the spring review meeting to discuss the student's progress in the program. Specific criteria areas include the following:
• progress in completion of required course work
• progress in completion of required practica
• progress in completion of research and comprehensive examinations
  (normal progress is presenting the Ed.S. Equivalency prospectus by the
  end of the second year, completing the Ed.S. Equivalency project by the
  end of the third year, and successfully completing comprehensive
  examinations by the end of the fourth year)
• achievement in course work (minimum grade-point average of 3.0 across
  all courses; see The University of Iowa General Catalog)
• achievement in practica
• achievement in related areas (e.g., presenting a paper at a convention,
  obtaining a graduate assistantship)
• when appropriate, meeting contract specifications

C. The advisor will present a summary of the student's progress at the review
   meeting. If the student so desires, he or she may meet to discuss his or her
   progress with the core faculty, contingent upon prior notification to the Program
   Director.

D. The faculty will discuss the student's progress and development in academic and
   nonacademic (e.g., professionalism and relationships with peers/faculty) areas.
   The student will be present during this discussion, if he or she has chosen to
   meet with the core faculty.

E. In the student's absence, the faculty will decide on a rating of the student's
   progress. While the faculty may discuss their rationale for this rating, no new
   information will be added at this time. A final rating, decided by majority vote,
   will be given.

   1) **Excellent:**
      The student is making excellent progress through the program; in addition
      to progressing at the normal rate through the courses, and completing
      research and comprehensive examinations at the normal rate, the student is
      excelling in practice or research.

   2) **Satisfactory:**
      The student is making satisfactory progress through the program; the
      student has completed the normal requirements for that semester and is
      achieving at a satisfactory level in research, course work, and practica.

   3) **Unsatisfactory:**
      The student's progress is unsatisfactory; the student has not completed the
      normal requirements for the semester or is not achieving at a desired level
      in course work and/or practicum or is not behaving in a professional or
      ethical manner within the practicum setting.

   4) **Probation:**
      The student is on formal probation.
a) The Graduate College may put a student on probation if his or her grade-point average falls below the necessary minimum. The School Psychology faculty may place a student on probation if he or she receives a designation of unsatisfactory progress for two sequential semesters.

b) 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.

c) 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.

(1) At this meeting, the advisor—with the student if the student so chooses—will document the degree to which the student has fulfilled the stipulations.

(2) In the student's absence, if the student has met with the faculty, the 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.

5) Termination:
A student may be terminated from the program without a probationary period for reasons that are both extremely serious and unusual in nature (e.g., serious violation of ethical codes). In this case, the faculty would hold a formal review of the student prior to the termination action that would follow the guidelines presented in Section I, parts C, D, and E. Termination requires a majority vote of program faculty.

F. At the end of the spring semester evaluation, the advisor and Program Director will write each student to relay the progress rating and to summarize the faculty discussion of progress.

G. 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.

H. 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.
I. All information written or discussed about the student will remain confidential, except in those cases that involve disciplinary action affecting the student. In such situations, appropriate University officials will be informed of the faculty's decisions and the implications for the student.

II. Supplementary Review Procedures

A. Before registering each semester, each student will meet with his or her advisor. Together they will review the student's progress of the previous semester and discuss plans for the upcoming semester. The advisor must approve all course work and endorse all extra course work experiences. Unless the core program faculty members confirm an alternative arrangement in writing (see the section on Waivers, p. 24ff), students must register on a full-time or on a half-time basis—excluding summer semesters—for the first three years. (Full time is 9-12 semester hours; half time is 6 semester hours.)

B. A student, his or her advisor, or any faculty member has the option of calling for a special review meeting at any time during the academic year. This request must be in writing and submitted to the Program Director. The format for such a meeting is the same as that of the semester review.

III. Graduation Contracting

A. Policy

1. Students not completing the School Psychology program by the end of their sixth year (excluding any approved leaves of absence) shall file a written plan for completion with the Program Director. This plan will include both tasks and timeline for completion, and will be approved and signed by the student's advisor prior to submission.

2. The core faculty will review the plan.

3. Plans will be updated by student and advisor, and reviewed by the faculty on a semester basis. The faculty may request a meeting with any student who is not meeting the timelines in the approved plan.

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

5. After they have filed their fifth-year plan, students may request a leave of absence of no more than one year. During this time, they are not required to work towards completion of their degree. The faculty will approve only one such leave for each student.

B. Procedures

1. Plans will be filed by each current sixth- and seventh-year student and are subsequently reviewed by the faculty for approval.
2. During the semester review, the faculty will review updated plans. At this time, the faculty also will review initial plans of current fifth-year students who will not graduate by August of the fifth year.

3. After the initial phase-in year, the written plans are to be submitted immediately before the spring semester review (normally in April), with formal updates submitted on December 1 of each year.

4. As well as the tasks to be completed, the plan must specify the process (i.e., correspondence and regular meetings) to be used in implementing the plan.

5. 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. Doctoral Continuous Registration requires a 2 s. h. tuition and fees payment. This policy was implemented the fall of 2003.
6. **Record of Doctoral Studies Form**

The University of Iowa  
School Psychology  
Record of Doctoral Studies

Name _______________________________________________________________

Advisor ____________________________________________________________

Date of first registration __________________________________________

Required Course Work

A.  **Psychology Core**

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<th>Title</th>
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Note: (B) is biological; (C) is cognitive-affective; (S) is social, all applying to bases of behavior; (I) is individual differences; and (H) is history and systems. See degree requirements for further information.

B.  **Statistics and Research Design**

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### C. School Psychology Core

#### 1. Theory and Research

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#### 2. Practicum

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### D. Elective Emphasis (or Minor Area, for Comprehensive Exam)

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Minor Area, if elected

Minor Area Advisor

E. *Psychoeducational Foundations*

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F. *Additional Electives*

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Advisor notes:
EdS. Equivalency Research

Title ____________________________________________________________

______________________________________________________________

Chairperson ___________________________________________________

Committee Members ____________________________________________

______________________________________________________________

Date __________________________

Comprehensive Examination

Date Completed _______________________

Chairperson ___________________________________________________

Committee Members ____________________________________________

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(minor area, if elected)

Dissertation

Title ____________________________________________________________

______________________________________________________________

Chairperson ___________________________________________________

Committee Members

______________________________________________________________

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Financial Assistance

Financial aid is usually available for full-time students. In the past, all Ph.D. students in School Psychology desiring financial support received assistance for the major portion of their graduate program. Sources of funding include teaching and research assistantships, research assistantships from grants at the University Hospitals and Clinics, and professional employment in other areas of the University or community. Students are encouraged to apply to the Financial Aid Office no later than January 1 each year they are graduate students.

The College of Education has funds available to support a limited number of Special Graduate Assistantships. These assistantships are open to graduate students pursuing any advanced degree program offered by the College. United States or Canadian citizenship is required. These assistantships are half-time appointments that carry both a stipend and a waiver of the nonresident portion of the tuition. These appointments are renewable, although no summer support is available through this program. The application must be filed on a special form obtained from the Chair of Selection Committee, 334 Lindquist Center, The University of Iowa, Iowa City IA 52242-1529. The deadline for completed applications for these Special Graduate Assistantships is usually in February.

The program maintains a current list of available financial aid opportunities, and students should consult with the Program Director and the advisor about resources. As noted in the next section, the advisor must endorse all extracurricular activities, including employment.

The School Psychology program is committed to increasing the diversity of its graduate students. The program values diversity of race, national origin, color, creed, religion, sex, age, disability, veteran status, sexual orientation, gender identity, and associational preference. The program affirms its commitment to providing equal opportunities and equal access. The University supports qualified minority students with the Graduate Opportunity Fellowship program; further details of this fellowship program are available from the Coordinator of the School Psychology program.
Student Employment Policy and Guidelines

The student employment policy and procedures are intended to help students determine appropriate employment during their time in the program and to give students and their advisors a framework for discussing the various employment opportunities available to students. As part of our evaluation policy, advisors must approve course work and endorse all extracurricular experiences. The advisor is best qualified to work with the student in determining a position's appropriateness in contributing to the student's development as a professional psychologist. Either the advisor or the student may choose, however, to ask the core faculty to serve in this capacity.

The following policies apply to student employment:

1. The advisor must endorse all professional extracurricular experiences, both paid and unpaid. (See the Employment Endorsement Form on page 35.)

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 supervised by a licensed psychologist.
   b. demonstrate that appropriate malpractice insurance is available to the student through the supervisor.

4. A student's failure to follow this policy is grounds for dismissal from the program on the basis of ethical violations.

Ethical Considerations

The University of Iowa Sexual Harassment Policy

The University of Iowa Sexual Harassment Policy in 1986 that applies to all University employees. Thus, graduate students holding University assistantships are bound by this policy. A copy of the policy is found in the appendices.

APA's Ethical Principles of Psychologists and Code of Conduct

The APA Ethical Principles of Psychologists and Code of Conduct (2002) represents the standards by which the program faculty and student operate. Coverage of these Principles is provided in several classes. All students are expected to understand and to follow the standards. These principles and standards are currently under revision by an APA committee and APA members are encouraged to give feedback before the final revision is published.


Employment Endorsement Form

Student: ____________________________________________________________

Semester/Year: ________________________________________________________________________

1. The name of the agency in which the student will be employed
__________________________________________________________________________

2. Description of duties:

3. Supervision method:

4. Name of supervisor
__________________________________________________________________________

5. Restrictions the job places on the student (i.e., enrollment limitations):

6. Other

Advisor Endorsement ____________________________________________________________

Date ____________________________

______________________________

1To the student and advisor: This form is to be filled out in duplicate. One copy is kept by the advisor; the other copy is forwarded to the Coordinator.
Miscellaneous

Offices

All students who receive a research or teaching assistantship within the College of Education qualify for office space. Offices may be available for other students as well. Before requesting office space, students should consult the Program Director. Janet Ervin, Office Coordinator of the Division of Psychological and Quantitative Foundations, handles all requests for office space within Lindquist Center and coordinates allocation of office furniture and keys. (Keys for access to Lindquist Center during evening and weekend hours can be requested.)

Lounge

A lounge open to all students is located in Jones Commons (N300 LC). Students can use the computers there to check e-mail. Vending machines and a microwave oven can be found adjacent to this lounge.

Mailboxes and Bulletin Board

All mailboxes are located in the Division office in 361 Lindquist Center. Students may use 361 LC as their campus mail address. Most students' mail will be placed in the program mailboxes. This includes students with office space. Also, all telephone messages received in the Division office are placed in the mailbox.

The School Psychology bulletin board is located in the hallway near 361 LC. Additional bulletin boards are located near the program mailboxes and outside 361 LC.

**Students are encouraged to regularly check the mailbox and bulletin boards.**
E-mail, Computer Facilities, and Student Computer Funds

Since most announcements are sent to the School Psychology students via a listserv, it is important that each student obtain an 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/).

The student will be provided with a user login in the form of jdoe@blue.weeg.uiowa.edu and an alias form of the address (john-doe@uiowa.edu). It is recommended that e-mail users provide others with the alias form (source: http://www.uiowa.edu/~itsemail/email-addresses.html).

The Weeg Computing Center provides research and instructional computing facilities to all students, faculty, and staff of the University. Located in the south wing of the Lindquist Center, the Weeg computer facilities are accessible from computer labs called Instructional Technology Centers (ITCs) distributed throughout campus.

Weeg maintains supports many applications and platforms, and provides network connections to off-campus facilities. Weeg also provides users with noncredit educational services and consultative services on general computer use. Specialized consultation is provided for equipment selection, laboratory support, database, and instructional design applications. Additional services relating to the operation of personal computers are provided within the College of Education.

Students currently enrolled at The University of Iowa may receive a grant of $100 per year for individual computing projects. The grants are available from the Weeg Computing Center. The grants only apply to the purchase of Weeg computing services. Some services (e.g., manuals, programming, laser printing, data entry) may not be purchased with these grants.

The ITS Customer Information Desk can be found in 100 LC and is open from Monday-Friday, 8:00 am to 4:30 pm, or contact the office at 384-0800 or its-information@uiowa.edu.