



PHD

**SCHOOL PSYCHOLOGY PROGRAM
2020-2021 STUDENT HANDBOOK**

**School Psychology Program
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PHD SCHOOL PSYCHOLOGY PROGRAM OVERVIEW/ACCREDITATION

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

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

Tenets of the PhD School Psychology Program

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

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

PhD School Psychology Program Mission Statement

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

conducting continuous outcomes assessment for Program improvement, and providing support to our graduates.

Location and Administration of the PhD Program

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

The Duquesne University School Psychology Program is located within the Department of Counseling, Psychology and Special Education, in the School of Education. The School of Education is one of nine schools of study at Duquesne, and the Department of Counseling, Psychology and Special Education is one of three departments in the School of Education. The Interim Dean of the School of Education is Dr. Gretchen Generett. The Chair of the Department of Counseling, Psychology and Special Education is Dr. Deb Hyatt-Burkhart. The School of Education offers the Bachelor of Science degree, Master of Science in Education degree, Doctor of Psychology, the Doctor of Education degree, and the Doctor of Philosophy degree in a variety of fields of study. The School of Education is accredited by NCATE.

The School of Education is accredited by the Pennsylvania Department of Education and the Middle States Association of Colleges and Schools. The School Psychology Program, which began in 1969, offers a 30-hour Master's Degree in Child Psychology (MSEd), a 91-hour Doctor of Psychology (PsyD) in School Psychology, and a 111-hour Doctor of Philosophy (PhD) in School Psychology.

Program Faculty

The following are University-designated School Psychology faculty members:

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

PhD School Psychology Program Aims and Competencies

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

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

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

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

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

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

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

Intervention Competency: Students *must demonstrate competence in evidence-based interventions consistent with the scope of Health Service Psychology.*

Supervision Competency: Students must *demonstrate knowledge of supervision models and practices.*

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

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

Research Competency 1: Students *must demonstrate knowledge, skills, and competence sufficient to contribute and disseminate new knowledge to the scientific evidence base.*

Research Competency 2: Students *must critically evaluate and use existing knowledge within the practice of health service psychology.*

Program Commitment to Diversity

Duquesne University has adopted a Statement of Non-Discrimination regarding admissions and employment (<https://www.duq.edu/life-at-duquesne/student-services/disability-services>). The Policy is excerpted below:

Motivated by its Catholic identity, Duquesne University values equality of opportunity, human dignity, and racial, cultural and ethnic diversity, both as an educational institution and as an employer. Accordingly, the University prohibits and does not engage in discrimination or harassment on the basis of race, color, religion, national origin, gender, sexual orientation, age, disability or status as a veteran. Further, Duquesne University will continue to take affirmative steps to support and advance these values consistent with the University's mission statement.

This policy applies to all educational programs and activities of the University, including, but not limited to, employment practices, admission, educational policies, scholarship and loan programs, and athletic or other University-sponsored programs. This is a commitment by the University in accordance with its religious values and applicable federal, state and local laws and regulations including Title IX of the Education Amendment Acts of 1972. Nothing herein, however, should be interpreted as a waiver by the University of its own Constitutional and legal rights based upon its religious affiliation.

Additionally, the School Psychology Program abides by a series of Administrative Policies regarding the University's commitment to equal educational and employment opportunities for all. These include TAP 30 *Affirmative Action, Equal Educational and Employment Opportunity, and Human Relations in the Workplace and Classroom* ([https://www.duq.edu/work-at-du/human-resources-home/the-administrative-policies-\(taps\)/30-affirmative-action-equal-educational-and-employment-opportunity-and-human-relations-in-the-workplace-and-classroom](https://www.duq.edu/work-at-du/human-resources-home/the-administrative-policies-(taps)/30-affirmative-action-equal-educational-and-employment-opportunity-and-human-relations-in-the-workplace-and-classroom)), TAP 56 *Americans with Disabilities Act (ADA) and Requests for Reasonable Accommodation* ([https://www.duq.edu/work-at-du/human-resources-home/the-administrative-policies-\(taps\)/56-americans-with-disability-act-\(ada\)-and-requests-for-reasonable-accommodation](https://www.duq.edu/work-at-du/human-resources-home/the-administrative-policies-(taps)/56-americans-with-disability-act-(ada)-and-requests-for-reasonable-accommodation)), TAP 31 *Sexual Misconduct and Gender Discrimination* ([https://www.duq.edu/work-at-du/human-resources-home/the-administrative-policies-\(taps\)/31-sexual-misconduct-and-gender-discrimination](https://www.duq.edu/work-at-du/human-resources-home/the-administrative-policies-(taps)/31-sexual-misconduct-and-gender-discrimination)).

As a school psychology program, we are committed to ensuring that all children receive an appropriate public education, irrespective of race, culture and background, sexual orientation, socioeconomic status, or educational need. We understand that as our nation's schools become more diverse, so should the professionals trained to meet the needs of our students. We take our efforts to recruit and retain students and faculty of diverse individual and cultural backgrounds very seriously. For example, we offer equivalent virtual interview experiences for applicants for whom traveling to Pittsburgh for campus interviews would be a barrier due to expense.

PhD School Psychology Program Course of Study Overview

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

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

During the first year of the Program, students are enrolled in several foundation courses designed to provide knowledge in the areas of child development, learning theories, psychological measurement, scientific methods and data analysis, and professional issues and development. Students also engage in coursework, fieldwork, and practicum dealing with individual differences, the design and implementation of interventions, and intellectual, behavior, and academic assessment.

PhD students are enrolled in Directed Research, a course designed to familiarize students with the research process, promote active engagement in research projects through faculty-student collaboration, and provide research mentoring prior to completing a dissertation.

Upon completing the first 30 credits in the PhD Program, students will be awarded a Master of Science in Education (MSEd) degree in Child Psychology. It is the student's responsibility to obtain, complete, and submit the degree application form in order to obtain the MSEd in Child Psychology.

The second year of the Program builds on the student's knowledge base in psychology and education by providing coursework in consultation, psychotherapy, personality assessment, psychopathology, and neuropsychology. In addition, students are involved in practicum throughout

the second year of study. Students begin to research dissertation topics in the second year and many students start forming their dissertation committee. The research skills of students continue to be developed through the Directed Research sequence.

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

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

PhD School Psychology Program Course Sequence

| Fall Year 1 | | Credits |
|----------------------|---|----------------|
| GPSY 505 | Role and Function of School Psychologists | 3 |
| GPSY 512 | Psychological Testing | 3 |
| GPSY 619 | Child and Adolescent Development | 3 |
| GPSY 692 | Individual Testing | 3 |
| GPSY 810 | Directed Research | 1 |
| Spring Year 1 | | |
| GPSY 623 | Behavioral Interventions | 3 |
| GPSY 625 | Academic Interventions | 3 |
| GREV 610 | Educational Statistics II | 3 |
| GPSY 511 | Psychology of Learning | 3 |
| GPSY 810 | Directed Research | 1 |
| Summer Year 1 | | |
| GPSY 850 | History and Systems of Psychology | 3 |
| GCNE 572 | Child and Adolescent Counseling | 3 |
| Fall Year 2 | | |
| GPSY 680 | Consultation and Program Evaluation | 3 |
| GPSY 618 | Personality Assessment for Intervention | 3 |

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|----------------------|--|---|
| GPSY 691 | Psychotherapy with Children and Adolescents | 3 |
| GPSY 691L | Practicum I | 1 |
| GPSY 810 | Directed Research | 1 |
| Spring Year 2 | | |
| GPSY 695 | Child Neuropsychology | 3 |
| GPSY 690 | Child and Adolescent Psychopathology | 3 |
| GREV 701 | Research Methods & Design | 3 |
| GPSY 693L | Practicum II | 1 |
| GPSY 810 | Directed Research | 1 |
| Summer Year 2 | | |
| GPSY 815 | Ethics in School Psychology | 3 |
| Fall Year 3 | | |
| GPSY 705 | Single Subject Methods for School Psychologists | 3 |
| GPSY 614 | Organizational Consultation and Supervision for School Psychologists | 3 |
| GREV 611 | Statistics III | 3 |
| GPSY 813 | Professional Seminar: Dissertation Research | 1 |
| GPSY 812L | Advanced Doctoral Practicum I | 1 |
| GPSY 810 | Directed Research | 1 |
| Spring Year 3 | | |
| GPSY 811 | Biological Basis of Behavior | 3 |
| GREV 612 | Statistics IV Statistical Modeling (offered every other year), or a research elective in place of Ed. Stats. IV | 3 |
| GPSY 813 | Professional Seminar: Dissertation Research | 1 |
| GPSY 812L | Advanced Doctoral Practicum II | 1 |
| GPSY 810 | Directed Research | 1 |
| Fall Year 4 | | |
| GESL 501 | Helping English Language Learners in Mainstream Classes | 3 |
| GSPE 706 | Scholarship and Teaching at the University | 3 |
| Elective | <i>Option – GPSY 808: Early Childhood: Assessment and Intervention</i> | 3 |
| GPSY 890 | Advanced Doctoral Practicum Seminar I | 1 |
| GPSY 810 | Directed Research | 1 |
| Spring Year 4 | | |
| CESD 805 | Counselor Education and Supervision Leadership in a Diverse Society | 3 |
| GPSY 612 | Social Psychology | 3 |
| GREV 612 | Statistics IV Statistical Modeling (offered every other year), or a research elective to take the place of Ed. Stats. IV | 3 |

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|-----------------------------|---|------------|
| Elective | <i>Option – GPSY 804: Child Violence in Schools</i> | 3 |
| GPSY 891 | Advanced Doctoral Practicum Seminar II | 1 |
| GPSY 810 | Directed Research | 1 |
| Fall Year 5 | | |
| GPSY 903 | School Psychology Doctoral Internship Seminar I | 3 |
| GPSY 901 | School Psychology Doctoral Internship I | 1 |
| GPSY 906 | Dissertation | 3 |
| Spring Year 5 | | |
| GPSY 904 | School Psychology Doctoral Internship Seminar II | 3 |
| GPSY 902 | School Psychology Doctoral Internship II | 1 |
| GPSY 906 | Dissertation | 3 |
| TOTAL DEGREE CREDITS | | 111 |

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

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

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

Doctoral Preliminary Examination

Students must successfully complete a Doctoral Preliminary Examination after the second year of coursework. The Program has adopted the Praxis Series School Psychology test administered by ETS as this examination. More information about this test, as well as registration procedures, can be found at: <http://www.ets.org/praxis/nasp/requirements>. The Program has adopted a passing score of 147, as this score is required by NASP to become a Nationally Certified School Psychologist (NCSP). Scores should be sent to Duquesne University and NASP at the time of testing. Students must pass the School Psychology Praxis prior to continuing to the third year of coursework.

Doctoral Oral Comprehensive Examination

During Dissertation Seminar I (fall semester of the third year of study), each PhD student will write a research review paper that aligns with one’s dissertation research interests. This APA publication style compliant paper is due to the Program office at the end of the fall semester of the third year and is intended to be the springboard for Chapter II of the student’s dissertation. Therefore, each

student is strongly encouraged to work directly with his or her dissertation chair through the process of writing the review paper. The completed review paper should meet the standards of the research paper grading rubric (Current Students tab of Program Website) and must include the following regardless of topic:

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

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

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

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

Procedure for Completion of Oral Comprehensive Exam Paper

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

2. Students enroll in *Professional Seminar: Dissertation Research* in fall year 3 to begin developing the written portion of the doctoral oral comprehensive exam.
3. Students receive guidance in this course throughout the fall semester (with possible recommendation for writing tutoring or writing center assistance).
4. The faculty course instructor reviews each student's paper near the end of the fall semester to determine viability. If a student's paper is judged to be weak, the student is referred to his or her projected dissertation advisor as early as possible for mentoring/editing.
5. Students have until the end of the fall semester to work with his or her projected dissertation advisor and the seminar instructor to improve the paper.
6. If a student's paper does not appear satisfactory at the end of the fall semester, the student will meet with his or her exam committee for the development of an action plan to improve the quality of the paper. Concerns at this point in the process may trigger a review of the student's ability to successfully complete a dissertation and status in the Program.

How to Study for Doctoral Oral Comprehensive Exam

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

Practicum and Internship Overview

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

1. First Year Field Experience
 - a. Role and Function of School Psychologists field-experience (fall)
 - b. Academic/Behavioral Interventions field-experience (spring)
2. Second Year Practicum

- a. Practicum I (fall)
 - b. Practicum II (spring)
3. Advanced Doctoral Practicum (fall and spring semesters of the third year)
4. Continued advanced practicum is encouraged in the fourth year of study to increase internship competitiveness and develop additional expertise
5. Internship

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

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

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

Please note that Child Abuse, Criminal Record, and FBI Clearances, in addition to TB testing, need to be renewed on an **annual** basis as many sites are now requesting up-to-date clearances. If the internship is completed outside of PA, it is permissible to submit that state's clearance forms. Information on obtaining clearances may be found through the following link: <https://www.duq.edu/academics/schools/education/student-services/student-teaching-and-field-placement>. For more information on clearances, please see Clearances section of this handbook.

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

Practicum Sequence

PhD students are required to complete a minimum of 750 total hours of practicum prior to internship. If a student chooses to pursue an internship in a non-school setting, 600 practicum hours must have been completed within a school setting. Program students are placed at practicum field sites based on student learning needs and, to the extent possible, the career goals of the student. All practicum activities must be logged using Time2Track.com. Faculty will ask for hard-copies of logs to ensure students are meeting course and practicum requirements. It is vital that students maintain accurate logs and complete them in a timely manner. The Program will require

each student to submit a pdf “Summary Report” from Time2Track at the completion of advanced doctoral practicum activities and prior to being formally approved for internship.

First Year Practicum

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

Second Year Practicum

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

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

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

Advanced Doctoral Practicum

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

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

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

Internship

Internship Requirements

All PhD School Psychology internships should meet the guidelines set forth by the Council of Directors of School Psychology Programs (CDSPP). At the end of the second year, Program Faculty will review the progress of each student using the Internship Eligibility Form (Current Students tab of the Program website). Provided each criterion has been met, the student will be released to complete a 1,500 hour internship supervised by a licensed (to practice independent psychology), doctoral psychologist. If the internship is to be completed in a non-school setting, the intern must have completed at least 600 hours of advanced practicum in a school setting. The internship experience reflects the final stage of training, as all coursework must be completed prior to internship, and is designed to allow students to receive a comprehensive, supervised experience for

students to continue to develop ALL Program competencies and skills for independent practice. The internship experience is typically completed on a full-time basis over a period of one academic year. A half-time, two-year experience is permissible. All internship settings must agree to provide experiences specific to the training objectives of the Program as evidenced in the internship contract. Internship credit is not given for past work experiences. The intern must not be involved in other employment that conflicts with the goals and requirements of the internship. All internship experiences shall be conducted in a manner consistent with the current legal-ethical standards of the profession. Students must log all internship activities using Time2Track and should plan on submitting internship logs to the Internship Seminar Instructor at least 4 times across the period of the internship. A final pdf "Summary Report" regarding the internship year must be submitted to the Program office upon completion of the internship.

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

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

1. Has earned a Master's degree in Education, Psychology, Child Psychology or a closely related area.
2. Has completed all coursework and at least 750 hours of practicum.
3. Has, or will have by the end of the internship experience, completed 600 hours of field-experience in schools.
4. Has passed the written comprehensive examination (Praxis II: School Psychologist with a minimum score of 147).
5. Has passed the PhD comprehensive oral examination.
6. Has successfully proposed his or her dissertation.
7. Obtained state child abuse (Act 33), criminal clearances (Act 34), FBI clearance (Act 114), and TB Test.

Internship Site Supervision

Internship supervisors must have a license to practice independent psychology and, if the internship setting is a school, appropriate school psychologist certification. The internship supervisor must have a minimum of three years of experience in the provision of psychological services and/or school psychological services. Prior to beginning the internship, a signed contact must be completed. In addition, a description of the internship goals and objectives must be signed by both the intern and the supervisor and returned to the University Supervisor. Internship

contracts must clearly specify that site-supervisor will provide a minimum of two hours per week of direct, individual supervision. Internship site-supervisors must agree to be responsible for no more than two interns at a given time.

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

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

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

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

University Supervision of the Internship

Each student will be assigned a University (faculty) Supervisor to monitor progress while on internship. The University Supervisor will make at least three contacts with the intern's supervisor. The first will constitute a personal introduction and review of the Program's requirements for internship. The second contact will be made after the completion of the mid-year evaluation of the intern and the third contact will be made after the end-of-year evaluation of the intern. The purpose of the on-site or telephone contact is to monitor the development of the intern's competencies and provide support as needed. The University Supervisor will document these contacts for the student's file. Generally speaking, if the intern requires university assistance while on internship, the University Supervisor should be contacted.

All interns must participate in a monthly on-campus internship seminar conducted each semester of the academic year (GPSY 903/904: Internship Seminar). The purpose of the seminar is to provide a forum for interns to share their experiences, learn from other interns, receive feedback regarding cases from Program faculty, learn about applying and interviewing for jobs, and receive additional didactic training. If a student attends an APA/APPIC internship, the student must still enroll in GPSY 903/904 and complete all course assignments, but the monthly contact with a group of interns may occur through the internship's monthly meetings. If a student accepts an internship that is not within a reasonable driving distance to attend the monthly on-campus sessions at Duquesne, the

intern must still enroll in GPSY 903/904 and complete all assignments, and then may either 1) write a letter to the program asking for permission to participate in the monthly sessions by videoconference, or 2) write a letter of request that the intern be allowed to attend the monthly didactic trainings and group supervision of an internship recognized by an APA/APPIC or operated by another university.

Internship Permanent Products

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

Evaluation of Interns

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

Dissertation Requirements

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

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

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

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

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

Advanced Integrative Knowledge Requirement

PhD students must complete an Advanced Integrative Knowledge Case during Advanced Doctoral Practicum Seminar. In order to satisfy this Program requirement, you will submit: 1) a comprehensive evaluation case report or intervention case report, and supplement the case report with: 2) a 5 page, double spaced reflection directly identifying two basic content areas of scientific psychology that were integrated within the case, how those two basic content areas have implications for assessment/intervention, and how those two content areas informed your clinical decision making (e.g., case conceptualization, selection of assessment tools or interventions, interpretation of data, future recommendations). Both your comprehensive case and reflection will be evaluated in order to establish competency regarding advanced integrative knowledge. Faculty will evaluate each Advanced Integrative Knowledge domain using a rubric.

School Psychology Program ePortfolio

During pre-doctoral internship, each student must submit an ePortfolio to demonstrate proficiency regarding each of the Program’s competencies. The ePortfolio is due April 15 every year. These competencies were previously reviewed within this handbook. The ePortfolio will be submitted to the Program through School Psychology Internship Seminar as a single pdf document. Adobe Acrobat may be used to merge all documents into one pdf file. After the title page for the ePortfolio, a table of contents should appear. Please include a cover page for each competency to explain how the product submitted is intended to demonstrate mastery of that specific competency. As Program requirements and course assignments are complex in nature, you are permitted to use the same product to demonstrate more than one competency, but this should be done sparingly. For example, for some it is possible that the Single Subject Prospectus could be used to demonstrate mastery of competencies of 2a *and* 2b. However, be certain to clearly explain how the product demonstrates mastery of both competencies on the cover page of each competency. The faculty has suggested examples of products that may be used to meet each competency.

| | PhD School Psychology Program e-Portfolio Possible Products |
|---|--|
| Aim 1: Train health service psychologists (HSPs) to deliver school psychological services. | |

| | |
|--|--|
| Ethical and Legal Standards Competency | Sample Ethics Vignette |
| Individual and Cultural Diversity Competency | Health Disparities Paper |
| Professional Values, Attitudes, and Behaviors Competency | Professional Philosophy Statement |
| Communication and Interpersonal Skills Competency | Oral Comprehensive Examination Paper & Rubric |
| Assessment Competency | Comprehensive Psychological Report |
| Intervention Competency | Intervention Report |
| Supervision Competency | Supervision Paper |
| Consultation and Interprofessional/Interdisciplinary Skills Competency | Consultation Process Paper |
| Aim 2: Train leaders in the field who promote evidence-based practices (EBPs) in the particular context in which psychology is being practiced. | |
| Research Competency 1 | Poster Presentation, Paper Presentation, or Dissertation |
| Research Competency 2 | Single Subject Prospectus, Early Childhood Case Report, or Applicable Statistics Project |

Faculty-Student Relations

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

- Strive to maintain positive faculty-student professional relationships by all reasonable means.
- Socialize students to the field by considering students to be future colleagues.
- Maintain a contemporary curriculum to meet the learning and professional needs of its students.
- Serve as professional mentors and Program advisors.
- Support the needs of the local SASP chapter as a student organization that socializes future school psychologists.
- Provide a formal mechanism of feedback to the Program faculty by maintaining a “Student-Raised Concerns” item on each faculty meeting agenda.
- Consider student concerns through other informal means, such as course feedback and meetings with individual faculty members.
- Provide timely and fair evaluations of student performance.
- Enact timely and just student remediation procedures, if necessary.

- Implement timely and just due process procedures.
- Promote student attendance and resulting interaction with faculty at local, regional, and national conferences.
- Mentor students to produce peer-reviewed posters, papers, and other presentations at local, regional, and national conferences.
- Provide continued guidance and support of Program graduates.

School Psychology Website

The School Psychology Program maintains a website <https://www.duq.edu/academics/schools/education/doctoral-programs/phd-school-psychology> of current information regarding the Program, including an overview of the Program, Program faculty, admissions procedures, Program resources, including electronic copies of forms, and the course sequence. Students are strongly encouraged to visit the Program website to seek answers to questions, in addition to consulting Program faculty.

PhD School Psychology Program Admissions Procedures

Students are admitted into the PhD Program once per year with an annual application deadline of January 15. The PhD School Psychology Program application, transcripts, GRE scores, letter of interest, and letters of recommendation are all submitted to the Program through the online application process. The faculty reviews all PhD application materials and identifies applicants who are judged to have a high likelihood of success in graduate studies, and have professional goals and interests that align with obtaining a doctoral degree in school psychology, the PhD as a research-oriented degree, and the scientist-practitioner model of training. Successful applicants are invited to an on-campus interview. Applicants will be notified by email or telephone of an interview invitation, as well as the time and place of the interview. If an applicant is unable to attend an on-campus interview, a videoconference interview will be arranged. After final admissions decisions have been made, letters of acceptance, rejection, or wait list status will be emailed and then air/ground mailed to all of the applicants. Final decisions are to be made by April 15 of each year. The Program does not engage in "rolling admissions."

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

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

3. Obtain official undergraduate and graduate transcripts, and then scan each transcript separately to be uploaded into the online application. Alternatively, students may have their transcripts directly sent from their undergraduate institutions.
4. GRE scores obtained within 5 years of the date of application are required and should be sent to Duquesne University. The online application will ask you to enter your Verbal Reasoning, Quantitative Reasoning, and Analytical Writing scores. The Program will verify the scores you enter.
5. Duquesne University requires submission of TOEFL or IELTS scores for all non-native English speaking applicants. Additionally, the English as a Second Language Program conducts a review of each matriculated student upon arrival to determine individual needs for English instruction to support success in the degree program. The University requires the following minimum scores in each area to be considered for admission: TOEFL minimum of 80 (internet based) with no sub-score less than 17, or 550 on the paper-based test; IELTS minimum score of 6.5 with no sub-score below 6.5 for Reading, 5.5 for Writing, 5.5 for Speaking, and 6.0 for Listening. Enter these scores into the online application.
6. The online application will ask the applicant to supply the names and email addresses of three persons who are willing to write a letter of reference. The online application process will then email each letter writer and ask them to upload a letter of reference regarding your application to the Program. Please inform your letter writers to expect an automated email.
7. Complete the [online application](#). This application requires you to upload the documents above.

Admissions of Practitioners Returning for a PhD in School Psychology/Advanced Standing

A practicing school psychologist who has previously earned a CAGS in School Psychology from Duquesne University or a specialist degree in school psychology from another NASP-approved program may apply for admission to the PhD Program. Graduate students who enter the PhD Program with a Specialist degree in school psychology from another university will have their transcript reviewed to ensure that the previous graduate coursework reflects the competencies of the Duquesne University School Psychology Program. If the previously-completed specialist program was NASP-approved, the student may design with their advisor a plan to receive advanced standing. Before a class is accepted as a transfer class, the student must contact each course instructor to provide evidence that the competencies of the class have been previously met. The student will complete all coursework and applied experiences unique to the PhD Program as a student with advanced standing. Between the courses “transferred” from the pre-doctoral degree program and the courses taken within the PhD School Psychology Program, the credit total for graduation is 111 credits. As variations between NASP-approved programs exist, a list of recommended readings will be provided to the student to reflect the competencies of the Duquesne University School Psychology Program. Graduate students who enter the PhD Program with a Specialist degree from a non-NASP-approved program, or enter the Program with an advanced degree from a related field to school psychology, will have his or her transcript reviewed in detail to determine if remedial coursework is necessary prior to progressing to uniquely PhD Program coursework and applied experiences. All students must spend two years in full time study at the University before proceeding to internship.

Advanced Standing – Credit Transfer Policy

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

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

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

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

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

If a student has already obtained a master's degree, the Program may accept that master's degree and accept any course that closely matches a School Psychology Program course using the procedure above. Such a student would be considered to have advanced standing, would not obtain a second master's degree from the Program, and the student would continue with courses unique to the relevant School Psychology Program sequence. The advanced standing form can be

found within the new student registration packet found on the Current Students tab of the Program website.

Change of Degree Programs

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

School Psychology Program Student Orientation

Near the start of the fall semester of each academic year, an orientation for School Psychology Program students is held. With the exception of interns, all students must attend the orientation.

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

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

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

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

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

Annual Clearances Required

Five clearances will also be needed for your student file BEFORE you begin classes. All graduate students will need to pursue their clearances for a July to July or August to August schedule. Students should not renew clearances during the academic year:

- 1) Act 33 Child Abuse
 - 2) Act 34 Criminal History
 - 3) TB Test
 - 4) Act 126 Mandated Reporter Training (must renew every 5 years)
 - 5) *Act 114 FBI Department of Education (School Site Placement)
- OR
- **Act 73 FBI Department of Human Services (Agency Site Placement)**

*For the Act 114 FBI Clearance - Department of Education (School Placement)
Click on to the IdentoGO website THROUGH DORI (see below).

Enter service code 1KG6RT. ALL fingerprinting MUST be completed in Pennsylvania, even if you are an out-of-state student or your field site (school placement) may be out of state. IdentoGO also lists the fingerprinting locations.

**For the Act 73 FBI Clearance - Department of Human Services (Agency Placement)
Click on the IDEMIA website THROUGH DORI (see below).

Enter service code 1KG6ZJ. ALL fingerprinting MUST be completed in Pennsylvania, even if you are an out-of-state student or your field site (agency placement) may be out of state.

Clearance DORI Information

Log onto DORI, click on the “Quick Links” icon at the top of the page, click on “Index”, click on “Education”, click on “Graduate Student Resources” click on “Clearances”.

Clearances should be given to Cindy Cafaro, cafarol@duq.edu, Canevin Room 214, during the first week of classes (or over the summer if you are on campus). Ms. Cafaro will review and record the dates only and return the copies back to you. We are not permitted to keep any copies. Students are to maintain their original clearances. If you are unsure if your clearances are current, please call the Office of Student and Academic Services at 412.396.6093.

Advisement

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

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

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

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

Annual Student Self Evaluation

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

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

Ongoing Evaluation of Student Progress

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

School Psychology Listserv

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

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

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

3. Send the message

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

To remove yourself from the list:

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

Student Mail Folders

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

Program Student Files

Students may access their personal files in the Program office through their advisor. Students may access the letters of recommendation from their application package, unless a letter is accompanied by the FERPA (Family Education Rights and Privacy Act) form declining access by the letter's author.

Test Kits

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

Practicum and Internship Logs

All students are required to keep accurate and up-to-date practicum and internship logs that detail all field experience activities. The Program has adopted *Time2Track* as the mechanism to complete practicum and internship logs. Each student will pay a yearly fee that will be attached to tuition. The program will provide students an access code to connect with the program's account. If a student has difficulty using the system or determining which category under which to log an activity, the university supervisor of the field experience may be consulted. For technical issues, the student is encouraged to contact *Time2Track* directly. An advantage to using this system is that if the student elects to apply to an APPIC internship, the data can be easily exported into the APPIC application. Furthermore, "Activity Summary Reports" can be initiated, allowing students to produce logs for a particular practicum experience, semester, or internship year. It is vital that students maintain accurate logs and complete them in a timely manner. The Program will require each student to submit a pdf "Activity Summary Report" from *Time2Track* at the completion of advanced doctoral practicum activities and prior to being formally approved for internship. A final pdf "Activity Summary Report" regarding the internship year must be submitted to the Program office upon completion of the internship.

School Psychology Graduate Assistant Evaluation Procedures and Timelines

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

PhD Graduation Policy

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

Certification

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

Program Forms and Documents

Program forms and documents can be found on the Current Students tab of the School Psychology Program website. The online system for logging Program activities is <https://time2track.com/>. The Program now provides field-site supervisors with electronic forms to rate practicum students and interns.

Professional Organization Memberships/Professional Development

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

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

Student Affiliates in School Psychology (SASP)

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

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

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

School Psychology Program Graduate Assistantships

A limited number of Graduate Assistantships are offered in the School Psychology Program each academic year. They are open to full-time graduate students who are available to devote approximately 10-20 hours of service per week from mid-August through mid-May. Those interested in obtaining a graduate assistantship should make their interests known to the program assistant and the program director. Applications are typically due on March 1 and selections are typically made approximately by July 15.

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

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

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

Other Assistantships

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

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

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

Graduate Assistantships are available throughout campus for other Programs. Students should contact individual Programs for opportunities.

Retention Standards

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

Knowledge and Skills

1. Students must earn a grade of B- or above in all coursework and “pass” all practicum experiences. Automatic dismissal from the program will occur if a student earns below a B- in two School Psychology Courses.
2. If a student does not earn a B- or above in a course or “pass” a practicum experience, the course or practicum experience may only be re-taken one time. Automatic dismissal from the program will occur if a student does not successfully complete the second attempt of a course or practicum experience.
3. If a student does not pass Practicum II in the spring semester of second year, the student will not be released for third year classes and practicum. The student’s course of study will be appropriately amended.
4. Students must receive acceptable yearly ratings by faculty on the student evaluation form as it pertains to knowledge and skill areas.
5. Students must be deemed eligible to continue to the next stage of training at the annual faculty review of student progress.

Dispositions and Professional Behavior

1. Retention in the Program requires that each student’s record be free of difficulties that would make it impossible for the Program to endorse the student for future practice or to place the student at field-sites because certification as a school psychologist by the Pennsylvania Department of Education requires a background check and documented absence of potentially relevant legal difficulties.
2. Students must receive acceptable yearly disposition and professional behavior ratings by faculty on the Annual Student Evaluation.
3. Students must receive acceptable ratings regarding dispositions and professional behavior from practicum and internship supervisors.

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

Student Remediation Procedures

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

1. The student will be contacted by the faculty member who holds the concern(s) and asked to attend a meeting to discuss the nature of the concern(s) and ways to address the concern(s). A

student should consider this to be formal notice that if the difficulty is not remedied, a formal remediation plan may become necessary, or if the problem intensifies, dismissal from the Program is possible.

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

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

- a. The specified concern(s) is no longer present or a significant barrier, and the student is allowed to continue in the Program with appropriate support.
- b. Continued probation and remediation is necessary, and a new progress review date will be set.
- c. Formal dismissal from the Program is necessary.

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

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

Due Process: General Guidelines

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

General Program due process guidelines include:

1. Presenting graduate students, in writing, with the Program's expectations related to professional functioning (See Agreement of Understanding within new student checklist on the Current Students tab of Program Website)
2. Stipulating the procedures for evaluation, including when and how evaluations will be conducted (such evaluations should occur at meaningful intervals)
3. Articulating the various procedures and actions involved in making decisions regarding professional functioning
4. Instituting a remediation plan for identified inadequacies, including a time frame for expected remediation and consequences of not rectifying the inadequacies (See Student Performance Review form, Current Students tab of Program Website)
5. Providing written procedures to the graduate student which describes how the graduate student may appeal the Program's action
6. Ensuring that the graduate student has sufficient time to respond to any action taken by the Program
7. Using input from multiple professional sources when making decisions or recommendations regarding the graduate student's performance
8. Documenting, in writing, in student's file, and to all relevant parties, the action taken by the Program and its rationale.

Final Grade Appeal Policy

The purpose of the School of Education's Final Grade Appeal Policy is to establish a clear, fair, and uniform process by which students may contest the final grade assigned to them for a course or other degree 26 requirement. Final grades reflect exclusively the academic achievements of students and will be changed only in exceptional circumstances and only with the approval of the appropriate academic college/school dean. The School of Education Final Grade Appeal Policy may be found at: <https://www.duq.edu/academics/university-catalogs/2019-2020-graduate/academic-policies/final-grade-appeal->

Residency Requirements

The School Psychology PhD Program consists of a minimum of five years of full-time, graduate study, including a year-long internship. If a student enters the program with advanced standing, the student must spend at least 2 years as a full-time student at the university. Once admitted to the Program, it is expected that all students be enrolled continuously. This residency requirement allows students the opportunity to interact with faculty and other graduate students and to become familiar with university resources. All Program requirements (including internship and dissertation) must be completed within the specified statute of limitations (PhD is 8 years).

GENERAL STUDENT RESOURCES/INFORMATION

DORI

Duquesne Online Resources and Information (DORI) is a vital gateway to University intranet pages, web-based tools, and shared news and links. Students use DORI to register for classes, access

Blackboard online learning sites, and obtain class schedules. As indicated below, students must use their MultiPass account to access DORI. Any technical difficulties you may encounter during the activating process or during regular use may be addressed by calling the CTS Help Desk at 412-396-4357 or emailing CTS (help@duq.edu).

Duquesne University Student Handbook

DORI may be used to access the Duquesne University Student Handbook, the Duquesne University Code of Students Rights, Responsibilities and Conduct, and the Duquesne University Notice of Non-Discrimination and Non-Harassment Policy. For more information, please refer to <https://www.duq.edu/assets/Documents/student-conduct/pdf/StudentHandbook.pdf>.

MultiPass

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

Office of Disability Services

Students who require accommodations should contact the Office of Disability Services, located in Room 309 of the Duquesne Union ([412-396-6657](tel:412-396-6657)). Only students who are registered with the Office of Disability Services will receive accommodations. Reasonable accommodations may be granted based on appropriate documentation from a licensed medical professional. All students are expected to demonstrate the requisite academic and technical standards necessary to complete this course and requisite to participation in the educational program, with or without an accommodation.

Office of Diversity and Inclusion

The Office of Diversity and Inclusion (ODI) helps develop a diverse student population by providing support services and opportunities for learning. The Office is committed to meeting the needs of historically underserved and underrepresented students of color. The ODI offers a variety of community-wide events and programs throughout the year to celebrate and acknowledge campus leaders, and to raise awareness about critical issues. Please contact the ODI in 106 Student Union or (412) 396-1117 for more information.

Center for Student Wellbeing/Health Services

The Staff of Duquesne University Health Services, a division of the Center for Student Wellbeing, is committed to providing comprehensive, competent, and confidential health care to all full time undergraduate and graduate students for the education of the mind, heart, and spirit. The Center creates a compassionate environment that encourages students to take responsibility for their personal health, fitness, and education by promoting and guiding healthy lifestyles and

disease prevention. Find more information at <https://www.duq.edu/life-at-duquesne/health-recreation-and-wellbeing>, or visit the Counseling and Wellbeing Center in 536 Fisher Hall, or Health Services, 2nd Floor Student Union.

Gumberg Library and Curriculum Center

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

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

Financial Aid, Health Insurance and Student Status

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

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

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

Statute of Limitations/Leave of Absence

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

Graduate course work used to meet degree requirements must be completed satisfactorily within a period of six years immediately preceding conferral of a master’s degree and **eight years for a**

doctoral degree. A course completed outside of those time limits for degree conferral must be evaluated to determine if it meets current degree requirements. Therefore, students wishing to transfer credit from another institution (see credit transfer policy) or returning to Duquesne University after a significant break in enrollment in a graduate or professional program may be asked to re-take certain courses to validate their knowledge or otherwise demonstrate mastery. Note: a graduate program may set shorter time limitations that are consistent with disciplinary currency in the field. The decision about whether a student will need to re-take any courses is made initially at the time of re-admission given an expected conferral date but may be revisited should an unapproved absence extend the student's completion date.

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

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

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

Incomplete Grades

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

"IP" grades (in progress grades) may also be granted in extenuating circumstances when a student has successfully completed the majority of practicum, internship, or dissertation requirements.

Change of an "IP" grade is completed by the course instructor using a Change of Grade form available through the office of Student Academic Services in Canevin Hall.

Continuous Enrollment Policies

In order to maintain an enrolled status once all required credit has been earned, students must register for a Continuous Registration FT (GRED 702 01) class for required fall and spring terms of enrollment up to the point of graduation. Continuous Registration FT will be charged a flat rate.

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

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

Withdrawn, Inactive Status and Readmission

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

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

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

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

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

Independent Study

The Independent Study guidelines are as follows:

1. The Independent Study should provide for the in-depth investigation of a specific problem.

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

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

University Weather and Emergency Closings

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

Immunizations

The Student Code of Conduct requires that ALL graduate students supply evidence of their required immunizations via the Health Service Student Portal in DORI. <https://www.duq.edu/life-at-duquesne/health-recreation-and-wellbeing/health-services/health-service-student-portal-and-immunization-compliance>