



PHD

SCHOOL PSYCHOLOGY PROGRAM

2025-2026 STUDENT HANDBOOK

School Psychology Program
Department of Counselor Education and School Psychology
School of Education
Duquesne University
103 C Canevin Hall
600 Forbes Avenue
Pittsburgh, PA 15282
Office (412) 396-1058
Fax (412) 396-1340

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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.

- *As of 08/08/2025, the PDE is enforcing a requirement that school psychology students must complete their school psychology internship in Pennsylvania to be eligible for a school psychology certificate in Pennsylvania.
- The state group of school psychology trainers from across the graduate school psychology programs in Pennsylvania is working with PDE to attempt to eliminate this requirement.
- In the interim, we are requiring all of our students (both PsyD and PhD) to complete 1000 school-based practicum hours (supervised field and clinical experiences) so that they can meet the 1000-hour requirement for practice hours according to the state guidelines.

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 agents of change by contributing new knowledge to the extant professional literature, moral and ethical practitioners, and 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.

The Duquesne University School Psychology Program is guided by the resolutions and position statements of NASP and APA. The Program is committed to the belief that all students have the right to a safe supportive environment. For more information please visit:

1. American Psychological Association & National Association of School Psychologists. (2015). Resolution on gender and sexual orientation diversity in children and adolescents in schools. Retrieved from <https://www.apa.org/about/policy/orientation-diversity>
2. National Association of School Psychologists. (2017). Resolution Affirming NASP Commitment to High Quality Public Education for All Children and Youth. Retrieved from <https://www.nasponline.org/research-and-policy/policy-priorities/resolutions>

PhD School Psychology Program Mission Statement

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

Location and Administration of the PhD Program

Duquesne University first opened its doors as the Pittsburgh Catholic College of the Holy Ghost in October 1878 with an enrollment of 40 students and a faculty of seven. Today, Duquesne University is a progressive educational facility that 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 Counselor Education and School Psychology in the School of Education. The School of Education is one of nine schools of study at Duquesne, and the Department of Counselor Education and School Psychology 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 Counselor Education and School Psychology is Dr. Elizabeth McCallum. The School of Education offers the Bachelor of Science degree, the Master of Science in Education degree, the Doctor of Psychology, the Doctor of Education degree, and the Doctor of Philosophy degree in a variety of fields of study. CAEP (The Council for the Accreditation of Educator Preparation) accredits the School of Education.

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:

Laura M. Crothers, DEd (Program Director)

Duquesne Professor

crothersl@duq.edu

Jenna M. Hennessey, PhD

Associate Clinical Professor

hennesseyj@duq.edu

Tammy L. Hughes, PhD

Duquesne Professor

hughest@duq.edu

Elizabeth McCallum, PhD

Professor of School Psychology

Department Chairperson for Counselor Education and School Psychology

mccallume@duq.edu

Kara E. McGoey, PhD

Professor of School Psychology

mcgoeyk@duq.edu

Jeffrey A. Miller, PhD

Professor of School Psychology

Senior Vice Provost

millerjeff@duq.edu

Ara J. Schmitt, PhD

Professor of School Psychology

Associate Dean for Research and Faculty Advancement

schmitta2106@duq.edu

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, Equity, and Inclusion

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 increasingly diverse, so should the professionals trained to meet the needs of these students. We take our efforts to recruit and retain students and faculty of diverse individual and cultural backgrounds very seriously.

Duquesne University has adopted a Statement of Non-Discrimination regarding admissions and employment. 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 based on 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, academic policies, scholarship and loan programs, and athletic or other University-sponsored programs. This is a commitment by the University by 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.

The School Psychology Program abides by a series of Administrative Policies regarding the University's commitment to equal educational and employment opportunities for all. It is the policy of Duquesne University to provide an academic, employment, and business environment free of all forms of discrimination.

If any Duquesne University student or employee feels that they have been the victim of discrimination, they are encouraged to contact the Director of Anti-Discrimination Compliance to discuss the options available to them in addressing these concerns. Policy and procedures are defined in TAP 30: Affirmative Action, Equal Educational and Employment Opportunity, and Human Relations in the Workplace and Classroom at <https://www.duq.edu/about/policies-and-initiatives/the-administrative-policies/tap-30.php>

For information related to gender discrimination, sexual misconduct reporting, or Title IX violations, visit the Office of Title IX and Sexual Misconduct Prevention and Response at <https://www.duq.edu/about/departments-and-offices/risk-management/sexual-harassment-and-sexual-misconduct/index.php>

Applicable policies include [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) and [https://www.duq.edu/work-at-du/human-resources-home/the-administrative-policies-\(taps\)/61-interim-policy-on-title-ix-sexual-harassment](https://www.duq.edu/work-at-du/human-resources-home/the-administrative-policies-(taps)/61-interim-policy-on-title-ix-sexual-harassment)

For information regarding accommodations for individuals with disabilities, visit TAP 56 Americans with Disabilities Act (ADA) and Requests for Reasonable Accommodation at <https://www.duq.edu/about/policies-and-initiatives/the-administrative-policies/tap-56.php>

PhD School Psychology Program Course of Study Overview

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 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, behavioral, and academic assessment.

PhD students are enrolled in Directed Research, a course designed to familiarize students with the research process, to promote active engagement in research projects through faculty-student collaboration, and to provide research mentoring before 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 graduation application form to receive 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 a 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 an advanced doctoral practicum, which also challenges students to recognize how clinical practice can inform scholarly pursuits. In addition to applied practice settings, PhD students may seek a research-oriented practicum experience. The dissertation seminar sequence prepares a student to propose a dissertation as early as the summer of the third year. Students are strongly encouraged to defend the doctoral dissertation during the fourth year of study. An elective based on student career goals is allowed in either the third or fourth year.

The fifth year of the student's Program involves the culminating experience of a supervised internship in school psychology. Typically, an 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 625	Academic Interventions	3
GPSY 810	Directed Research	1
Spring Year 1		
GPSY 623	Behavioral Interventions	3
GPSY 692	Individual Testing	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
GPSY 575	Counseling Children, Adolescents and Emerging Adults	3
Fall Year 2		
GPSY 680	Consultation and Program Evaluation	3
GPSY 618	Personality Assessment for Intervention	3
GPSY 691	Psychotherapy with Children and Adolescents	3
GPSY 689	School Psychology 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 807	Multicultural Psychology	3
GPSY 693	School Psychology 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
GPSY 706 or GREV 611	Fundamentals of University Faculty Positions or Statistics III	3 3
GPSY 813	Professional Seminar: Dissertation Research	1
GPSY 812	Advanced Doctoral Practicum I	2
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 approved by your advisor	3
GPSY 813	Professional Seminar: Dissertation Research	1
GPSY 812	Advanced Doctoral Practicum	2
GPSY 810	Directed Research	1
Fall Year 4		
GESL 501	Helping English Language Learners in Mainstream Classes	3
GPSY 706 or GREV 611	Fundamentals of University Faculty Positions or Statistics III	3 3
Elective Option GPSY 808	<i>Early Childhood: Assessment and Intervention</i>	(3)
GPSY 812	Advanced Doctoral Practicum	1
GPSY 810	Directed Research	1
Spring Year 4		
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
Elective Option GPSY 804	<i>Child Violence in Schools</i>	(3)
GPSY 812	Advanced Doctoral Practicum	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	2
Spring Year 5		
GPSY 904	School Psychology Doctoral Internship Seminar II	3
GPSY 902	School Psychology Doctoral Internship II	1
GPSY 906	Dissertation	2
TOTAL DEGREE CREDITS		111

Note 1. Students must select *ONE* of the following three options (3 credit hours): 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 4 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 with the proper faculty member.

Doctoral Preliminary Examination

Students must complete a Doctoral Preliminary Examination (Comprehensive Examination) after the second year of coursework with a passing score. The Program has adopted the Praxis Series School Psychologist Praxis exam (Test Code 5403) administered by ETS as the comprehensive examination. More information about this test, as well as registration procedures, can be found at:

[https://praxisexam.org/praxis/school-psychologist-5402/#:~:text=5402\)%20Exam%3A%20Overview-,Praxis%20School%20Psychologist%20\(5402\)%20Exam%3A%20Overview,skills%20that%20potential%20candidates%20possess.](https://praxisexam.org/praxis/school-psychologist-5402/#:~:text=5402)%20Exam%3A%20Overview-,Praxis%20School%20Psychologist%20(5402)%20Exam%3A%20Overview,skills%20that%20potential%20candidates%20possess.)

The Program has adopted a passing score of 155 as this score is required by NASP to become a Nationally Certified School Psychologist (NCSP) and to become a certified School Psychologist in most states, including Pennsylvania. Scores should be sent to Duquesne University and NASP at the time of testing. Students must pass the School Psychology Praxis before 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 their dissertation research interests. This APA-style 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 their 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 Resources 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. Address specific gaps in the research literature and pose future research recommendations. You should not include 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 before the 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.

Before 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. The committee will choose a new deadline for the review paper, and the oral examination will be administered thereafter.

The examination committee will form questions for the two-hour oral examination 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. Each member of the examination committee rates the oral examination based on the Doctoral Examination Scoring Rubric (Current Students Resources tab of Program Website). Should a student fail the doctoral oral comprehensive examination, the student will retake the exam on a date determined 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. Students meet with prospective dissertation faculty advisors in the spring of the 2nd year to confirm 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 their projected dissertation advisor as early as possible for mentoring/editing.
5. Students have until the end of the fall semester to work with their 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 their 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 complete a dissertation and their status in the Program successfully.

How to Study for Doctoral Oral Comprehensive Exam

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 are relevant. 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 fieldwork sequence includes:

1. First Year Field Experience
 - a. Role and Function of School Psychologists field-experience (fall)
 - b. Academic/Behavioral Interventions field-experience (fall and spring)
2. Second Year Practicum
 - a. School Psychology Practicum I (fall)
 - b. School Psychology 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 at the given stage of training is required for each field experience before advancing to the next field experience and then to the 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 School Psychology Practicum I, School Psychology Practicum II, Advanced Doctoral Practicum, and Internship. All practicum must be completed before being released for internship.

Additionally, students complete an Evaluation of Site form (see Current Students Resources 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.

Annual Clearances Required

Following the Pennsylvania Department of Education and all School Districts that host Field Students and Student Teachers, the School of Education requires that all students submit clearances to the Office of Student and Academic Services.

Five clearances are required BEFORE you begin classes. All graduate students will need to pursue their annual clearances by the August 1st deadline.

1. **Act 151 Child Abuse History**
2. **Act 34 PA Criminal Record Check**
3. **TB (Tuberculin) Skin Test**
4. **Act 126 Child Abuse Recognition and Reporting Training (renew every 5 years)**
5. **Act 114 FBI Department of Education (School Site Placement)**
 - Go to the [IdentoGO](#) website
 - Service Code 1KG6RT

OR

Act 73 FBI Department of Human Services (Agency Site Placement)

- Go to the [IdentoGO](#) website
- Service Code 1KG6ZJ

Submit clearances electronically to the School of Education via EllyDUQ.

- Using Chrome, Safari, or Edge browser (FireFox is not supported), please go to:
<http://www.duq.edu/ellyduq>
- Sign in by using Account Name and Temporary Password (an email with this information will be sent to students during the summer)

For further clearance information please see the School of Education Intranet link:

<https://intranet.duq.edu/academics/schools/education/clearance.php>

You can also access clearance information by logging onto Dori:

Dori > Intranet > Academics> Education > Clearances

Please note that Child Abuse, Criminal Record, and FBI Clearances, in addition to Mandated Reporter Training and TB testing, must be completed and renewed on an annual basis, as many sites are now requesting up-to-date annual 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 by logging onto Dori: Dori>Intranet>School of Education >Clearances

For more information on clearances, please see the Clearances section of this Handbook.

The University also provides liability insurance 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 1000 total hours of practicum before internship. If a student chooses to pursue an internship in a non-school setting, 1000 Advanced Doctoral 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 request hard copies of logs to verify that students are fulfilling course and practicum requirements. Students must maintain accurate logs and complete them promptly. The Program will require each student to submit a PDF "Summary Report" from Time2Track after advanced doctoral practicum activities and before 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 and progress monitor an academic problem to make evidence-based recommendations in GPSY 625: Academic Interventions. 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. During this experience, students will conduct a functional behavior assessment (FBA) and write a behavior intervention plan (BIP). 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, which will be assigned to the student by the Program. School Psychology Practicum I is the field experience that supports the development of skills related to GPSY 575: Counseling Children, Adolescents, and Emerging Adults and GPSY 691: Psychotherapy with Children and Adolescents. Students in this practicum are required to carry an individual and group counseling caseload. The forms associated with School Psychology Practicum I are included on the

Current Students Resources 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. School Psychology 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 activities under supervision as well. The required School Psychology Practicum II documents found on the Current Students Resources 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 approximately 8 hours per week at the field site during the second academic year and log all hours. Due to the intensity of the practicum experience, it is anticipated that students will spend an additional eight 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 ongoing advanced coursework. Students are placed at a school-based on the 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. Students should spend two days per week (16 hours) at the *primary* school-based field-site during the academic year and log all hours.

Field-site settings for the Advanced Doctoral Practicum in the fourth year of study often extend beyond traditional school settings. They may be 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). For a *second site placement*, the number of hours to be completed each week is dependent upon the agreement between you and your supervisor and is in addition to the primary site hour requirements.

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 further expertise. It is important to remember that by the end of the fourth year of study, all PhD students should have obtained a minimum of 1000 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 Resources 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.

Second Site Placement Process

Secondary practicum sites are available to third- and fourth-year students and allow the student to gain experience in a specialty area. The program will support the student through placement at the site and provide university supervision. Placements at secondary sites (like all placements) need to be developed and approved by the program. Students who are interested in a secondary site must indicate their interest to their advisor by February of their second year in the program.

Students will then write a statement explaining how a secondary placement will help them reach their program and career goals. The student should also discuss how they will manage their time to support the hours needed for the secondary placement. The statement is due to the program by March 1. The program faculty will approve the student for a secondary placement based on the student's knowledge, skills, dispositions, and readiness for multiple practicum sites.

Practicum Attendance Policy

You are required to be present at your practicum site a minimum of four hours per week during your first-year practicum, eight hours per week during your second-year practicum, and sixteen hours per week during your third-year practicum. If you must miss a scheduled practicum time or you must leave early from your site, you are required to **notify both your site supervisor and the University faculty member associated with the practicum placement**. This will typically take the form of an email to your site supervisor, with your University faculty cc'd. Failure to regularly attend practicum and/or to notify your supervisor(s) of your non-attendance properly may result in disciplinary actions by the program.

Program Policy for Practicum Hours

There may be circumstances (e.g., volunteer or paid) in which a student is engaging in out-of-program activities that are consistent with the service provided by health service psychologists. If a student wishes to have the Program consider those experiences as practicum hours, they may submit a written request to the Program faculty. The faculty will consider the circumstances on a case-by-case basis, considering variables including whether there is a designated supervisor involved and whether the activities being requested to count for practicum hours are within the scope of psychological practice. Activities may be counted as practicum hours only after program approval has been obtained.

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 third year, Program Faculty will review the progress of each student using the Internship Eligibility Form (Current Students Resources 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 1000 hours of advanced practicum in a school setting.

The internship experience reflects the final stage of training, as all coursework must be completed before this experience. It is designed to allow students to receive a comprehensive, supervised experience in which they continue to develop all Program competencies and skills for independent practice. The internship experience is typically completed on a full-time basis for one academic year, although 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 experience. 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 Resources 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 before being released for internship:

1. Has completed all coursework and at least 1000 hours of practicum.
2. Has, or will have by the end of the internship experience, completed 600 hours of field experience in schools.
3. Has passed the written comprehensive examination (Praxis II: School Psychologist).
4. Has passed the PhD comprehensive oral examination.

5. Has successfully proposed their dissertation.
6. Has obtained state child abuse (Act 33), criminal clearances (Act 34), FBI clearance (Act 114), TB Test, and Act 126 Mandated Reporter Training.

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 site supervisor must be present at the training facility for a *minimum of 20 hours per week*. 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 a non-APA-accredited or APPIC-accredited/approved internship, a signed contract 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 specify that the site supervisor will provide a minimum of two hours per week of direct, individual supervision. The internship site-supervisor must agree to be responsible for no more than two interns at a given time. Intern training experiences are characterized by no more than 45 hours per week spent in internship activities and a work volume that does not approach that of a full-time employee at that site.

The Internship Contract and Internship Plan are available on the Current Students Resources tab of the Program website. If the internship site requires a contract, the intern should 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 the duration of appointment for the total training experience that is consistent with that of agency (school) psychologists (e.g., calendar, participation in in-service meetings).
3. Provision for participation in continuing professional development activities.
4. Expense reimbursement consistent with the policies of 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.

The above is a sampling of items included in the Internship Contract. Please see the Duquesne University Internship Contract (Current Students Resources 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 contacts is to monitor the development of the intern's competencies and provide support as needed. The University Supervisor will document these contacts within 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 903/903 and complete all course assignments, but the monthly contact with a group of interns may occur through the internship's monthly meetings. If a student accepts an internship that is not within a reasonable driving distance to attend the monthly on-campus sessions at Duquesne, the intern must still enroll in GPSY 903/904 and complete all assignments, and then may either 1) write a letter to the program asking for permission to participate in the monthly sessions remotely, 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 course 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 case will include a review of direct intervention services provided, including progress monitoring and outcome evaluation. These projects will, in part, be used for the Program to judge intern competency.

Evaluation of Interns

Formative evaluations occur during regular meetings between the intern and internship supervisor, as well as the mid-year contact between the internship supervisor and the University Supervisor. Another source of formative evaluation is the mid-year Internship Supervisor Evaluation of the Intern. Summative evaluation occurs near the end of the internship experience (typically May) 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 an evaluation form to the

supervisor. Interns will receive a copy of each evaluation form. An intern must earn a 3 (“3 = Meets Expectations for Stage of Training. If this is the end-of-year internship evaluation, a rating of ‘3’ also indicates readiness for entry-level practice in this skill area.”) on the end-of-year internship evaluation to “pass” the internship. If an intern earns below a 3 *on any item* of the end-of-year evaluation, two procedures will occur. First, the university internship supervisor (faculty member) will collaborate with the internship site supervisor and intern to identify the necessary skill-building activities for improvement in that area, aiming to achieve a rating of 3 by the end of the internship contract. Second, at the culmination of the internship, the program will then readminister the end-of-year intern evaluation form to ensure that the intern was deemed to be ready for entry-level practice on all items.

Dissertation Requirements

The dissertation proposal must be defended before the internship. The dissertation proposal will contain the first three chapters of the dissertation. Students will enroll in 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 following 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 the Advanced Doctoral Practicum Seminar. To satisfy this Program requirement, the student 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 the student's clinical decision making (e.g., case conceptualization, selection of assessment tools or interventions, interpretation of data, future recommendations). Both the student's comprehensive case and reflection will be evaluated to establish competency regarding advanced integrative knowledge. Faculty will assess each Advanced Integrative Knowledge domain using a rubric.

School Psychology Program e-Portfolio

During pre-doctoral internship, each student must submit an e-Portfolio to demonstrate proficiency regarding each of the Program's competencies. The e-Portfolio is due April 15 every year. These competencies were previously reviewed within this handbook. The e-Portfolio will be submitted to the Program through the 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 e-Portfolio, 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, the student is 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, the student must be sure 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. The e-Portfolio will be graded as Pass or Fail.

	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	Report demonstrating use of Ethical Problem-Solving Model
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 and professional 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 them 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 for Program graduates.

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 useful 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 essential 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 a national and local group responsible for voicing students' needs and concerns to national and program-specific leadership, and for organizing social gatherings to 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 organizing numerous social gatherings at national conferences, providing students with opportunities to engage in critical issues 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 can become a member of SASP at the national level by visiting <http://apadivision16.org/> and completing 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 ensure that those concerns are quickly passed along to professors professionally and confidentially 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. They will continue to strive to work together to make the best of our students' graduate school experience.

Faculty-Graduate Student Liaison

The School Psychology Faculty Graduate Student Liaison, who is the Program Director, serves as a partnership between the graduate students and the program faculty. The role of the Liaison is to advise SASP and to support and advocate for individual students as needed. As advisor to SASP, the Liaison is crucial to the success of the student organization. Not only can the Liaison assist in promoting the success of the organization and help to avoid difficulties, but they can also contribute to the growth and development of the organization as well as of individuals. The Liaison will meet regularly with SASP officers to guide SASP activities, procedures, and elections.

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. All students need 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 their 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 their 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 Resources tab of the School Psychology Program website.

Lines of Communication

As referenced elsewhere in this Handbook, your advisor and SASP are excellent sources for discussing a variety of issues. Your advisor can help with topics such as program course sequence, registration, and annual student evaluation ratings. Additionally, SASP is an excellent source of a wide variety of information, such as day-to-day workings of the program and student life (e.g., test-kit procedures, parking, meal plans).

Regarding specific courses, the University and School of Education have established mechanisms for addressing student concerns, including the most anonymous means of sharing feedback, which is the end-of-semester SPOT. However, if you would like to pursue a more direct path, there is a linear process by which you may do so. If you have a course-related problem that you would like to raise with the program faculty, your first step should be to discuss that concern directly with your course instructor. If the matter has been brought to the instructor's awareness and you feel that it has not been addressed, then you may consult directly with the Program Director. If the issue is not sufficiently addressed at that point, you may bring it to the attention of the Department Chair, then to the School of Education Dean, and finally to the University Provost.

School Psychology Website

The School Psychology Program maintains a website <https://www.duq.edu/academics/colleges-and-schools/education/programs-and-degrees/graduate-programs/phd-school-psychology/index.php> 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 of the interview, which are typically conducted via a ZOOM meeting. 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 to 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 sure 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 vitae/resume to upload to 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.

NOTE: Currently, GRE scores are an optional, but strongly recommended component of the application process.

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 <https://www.duq.edu/admission-and-aid/apply.php> 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 (EdS) 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 transcripts 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 will meet with their advisor to develop a plan to receive advanced standing. For non-NASP-approved programs, 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 total credits for graduation are 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 their transcript reviewed in detail to determine if remedial coursework is necessary before progressing to the unique PhD Program coursework and applied experiences. All students must spend two years in full-time study at the University before proceeding to an internship.

Advanced Standing – Credit Transfer Policy

An academic department may accept coursework 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 appropriate program director approves the transfer credit; 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 before 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 levels, may accept transfer credit following 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. Still, 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 case 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 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 Resources 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 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.

Please note that students will not be able to change their degree sequence until the beginning of the third year of the program.

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. Except for 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 informed about 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* before 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 to prepare for the expectations of the coming year.

Student Handbook Policy

The School Psychology Program faculty updates the Student Handbook each summer. At the fall Student Orientation on the first day of classes, faculty draw students' attention to all substantive changes in the new Handbook compared with the previous year's Handbook. Students are held to the expectations and requirements published in the current year's version of the Handbook, the exception being if changes are made to the total credits required for graduation – a student's

credits needed for graduation remain consistent with the Student Handbook that was in place during the fall semester of their entry to the degree program.

Annual Clearances Required

Following the Pennsylvania Department of Education and all School Districts that host Field Students and Student Teachers, the School of Education requires that all students submit clearances to the Office of Student and Academic Services.

Five clearances are required BEFORE you begin classes. All graduate students will need to pursue their annual clearances by the August 1st deadline.

1. **Act 151 Child Abuse History**
2. **Act 34 PA Criminal Record Check**
3. **TB (Tuberculin) Skin Test**
4. **Act 126 Child Abuse Recognition and Reporting Training (renew every 5 years)**
5. **Act 114 FBI Department of Education (School Site Placement)**
 - Go to the [IdentoGO](#) website
 - Service Code 1KG6RT

OR

Act 73 FBI Department of Human Services (Agency Site Placement)

- Go to the [IdentoGO](#) website
- Service Code 1KG6ZJ

Submit clearances electronically to the School of Education via EllyDUQ.

- Using Chrome, Safari, or Edge browser (FireFox is not supported), please go to:
<http://www.duq.edu/ellyduq>
- Sign in by using Account Name and Temporary Password (an email with this information will be sent to students during the summer)

For further clearance information, please see the School of Education Intranet link:

<https://intranet.duq.edu/academics/schools/education/clearance.php>

You can also access clearance information by logging onto Dori:

Dori > Intranet > Academics > Education > Clearances

Please note that Child Abuse, Criminal Record, and FBI Clearances, in addition to Mandated Reporter Training and TB testing, must be completed and renewed on an annual basis, as many sites are now requesting up-to-date annual 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 by logging onto Dori: Dori>Intranet>School of Education >Clearances

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 the student in the spring semester of each year. The purpose of the Annual Student Self-Evaluation is to provide the student with the opportunity to reflect on their knowledge and skill development and revisit the experiences that have contributed to their professional growth. Responses should be specific. The first portion of the evaluation will ask the student to comment on their growth regarding each of the Program's stated aims and competencies and then rate their current level of knowledge and skill development about each competency. The second portion of the evaluation will ask the student to rate their personal dispositions and professional behavior. Finally, the student will set at least three goals for the upcoming year and comment on the extent to which they met the previous year's goals.

The faculty will review the self-evaluation by the start of the fall semester, provide the student with the ratings of the collective faculty, and then provide written feedback to highlight particular areas of strength and/or areas in need of development. 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. A student's faculty advisor will invite them to discuss any ratings that fall below expectations. In addition to a conference with the student's advisor, any ratings that indicate a 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 listed in this Handbook.

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, or interested school psychologists in the Pittsburgh Area. Content includes program-specific information and discussion about issues in school psychology.

To subscribe to the list:

- Send an email to listserv@list.duq.edu
- Put the following in the body of the message of your email:
- Subscribe schoolpsych-list yourfirstname yourlastname
- An email will be sent to the email address you provided for a subscription request. Click on the first link in the email to confirm your subscription to that requested 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 regularly.

Program Student Files

Students may access their 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 internships. A one-time \$100 test kit fee is assessed upon enrollment in 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 their dissertation. A test kit log is used to check out and check in test kits. This log can be found in either the Program Office or the Graduate Assistant Office, located 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. If 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 before 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 with 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 of this system is that if a 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. Students must maintain accurate logs and complete them promptly. The Program will require each student to submit a PDF "Activity Summary Report" from *Time2Track* after advanced doctoral practicum activities and before 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. Before 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

A Pennsylvania-certified school psychologist must complete 1000 hours of practicum in the state. If you complete an internship in a state other than Pennsylvania, and you plan to apply for certification as a school psychologist in Pennsylvania, you must ensure that you complete 1000 practicum hours in Pennsylvania. Upon completion of these 1000 hours, students will submit the required documentation for state certification to Student Academic Services in Canevin Hall for approval prior to leaving for internship. 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 Resources tab of the School Psychology Program website. The online system for logging Program activities is <https://time2track.com/>. The Program provides field site supervisors with electronic forms to rate practicum students and interns.

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 usually made 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 Program Director will ask the Graduate Assistants to prepare a work schedule, and recommend that they check in frequently with the faculty member to whom they are assigned.

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 <https://www.duq.edu/work-at-du/index.php>

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 <https://www.duq.edu/admission-and-aid/how-to-apply/graduate/tuition-and-financing/index.php>

Retention Standards

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

Knowledge and Skills

1. Students must earn grades of *B-* or above in all coursework and *Pass* in all practicum experiences. Automatic dismissal from the program will occur when a student does not earn a *B-* or above, OR a *Pass* in 2 school psychology classes.
2. If a student does not earn a *B-* or above or a *Pass* in a school psychology course or practicum experience, they may retake the course or practicum experience one time. Automatic dismissal from the program will occur if a student does not complete the second attempt of the course or practicum experience by earning a *B-* or *Pass*.
3. If a student does not pass School Psychology Practicum II in the spring semester of the second year, the student will not be released for third-year classes/practicum. The student's course of study will be amended appropriately.
4. Students must receive acceptable yearly ratings by faculty on the Annual Student Evaluation.
5. Students must be deemed eligible to continue to the next stage of training on the Annual Student Evaluation.

Dispositions and Professional Behavior

1. Because school psychology certification by the Pennsylvania Department of Education requires background checks and documented absence of potentially relevant arrests or criminal convictions, Program retention requires that each student's record be free of such offenses that would make it impossible for the Program to endorse the student for future practice or to place the student at field sites.
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 regarding their knowledge and skills or dispositions and professional behaviors will be subject to a required remediation plan aimed at developing and demonstrating mastery of essential competencies and/or demonstrating improvement concerning the area(s) of concern. 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 through course tests and assignments, practicum products assessment, course grades, and Annual Student Evaluations.

Likewise, field-based supervisors also provide feedback to students through field site evaluations. These are considered to be routine mechanisms for feedback regarding a student'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 problem (s) and ways to address the matter (s). An informal plan may be initiated. A student should consider either of these processes to be aware 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) are significant and will remain a substantial barrier to successful practice if not addressed, a program remediation plan to remedy the problem(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 participate in this meeting. If the Program Director is the faculty member who holds the concern, another faculty member will attend the meeting to ensure that two faculty members represent the Program. This remediation plan will operationally define the student's problem(s), identify the expected performance or behavior, specify possible methods that may be used to reach the identified 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.

3. The timeframe for successful completion of the remediation plan will be included within the document. During the initial remediation plan meeting, the following potential outcomes will be discussed:
 - a. The specified concern(s) may be fully addressed, and the student will continue in the Program with appropriate support
 - b. Some of the concerns will have been successfully addressed, and the student will continue to make progress toward the goals of the remediation plan with a new agreed-upon progress review date
 - c. Formal dismissal from the Program will be necessary due to lack of adequate progress toward the goals of the remediation plan
4. Of note, in cases where there has been an extraordinary breach of legal/ethical code(s), academic conduct, or Program policies and procedures, and/or if faculty concerns have not been successfully addressed through a formal remediation plan or a student requires a second plan, dismissal from the Program may occur. Dismissal decisions require faculty consensus.

The remediation plan will be reviewed within the time frame described within the remediation plan 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) are 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 are necessary, and a new progress review date will be set.
 - c. Formal dismissal from the Program is necessary.
5. 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 consideration of the great time, expense, and personal investment in graduate education, the faculty may recommend that the student withdraw from the Program due to the faculty's impression that the student is at significant 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 that are applied to all trainees, and have the appropriate appeal procedures available to the student so they 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 the new student checklist on the Current Students Resources tab of the 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 timeframe for expected remediation and consequences of not rectifying the inadequacies (See Student Performance Review form, Current Students Resources tab of Program Website)
5. Providing written procedures to the graduate student that describe how they 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 the student's file, and to all relevant parties, the action taken by the Program and its rationale

Student Standing Committee

Progress toward a degree is measured by the cumulative quality point average and attempted credit. The scholastic records of students who fail to meet the minimum requirements as established below will be subject to the outcomes identified in this Policy. They will be submitted to their College, School, or Program Committee on Student Standing for review and additional appropriate action as deemed appropriate by the Committee. The dean, or appointed designate, may exercise discretion in the final determination of a student's academic standing. In most instances, academic records will be reviewed annually after each academic year.

For students who have attempted 1-30 (15-30) credits, the guidelines are that academic standing is determined based on the following:

- Academic Warning: 1.75 to 1.99 QPA (Letter of warning may be sent by the appropriate Dean/Administrator)
- Probation: 1.50 to 1.74 QPA (May be required to modify or restrict academic program)

- Dismissal: Less than 1.50 QPA (Readmission may be permitted on recommendation of the appropriate Committee on Student Standing)

For the students who have attempted 31-60 credits, the guidelines are that academic standing is determined based on the following:

- Academic Warning: 1.85 to 1.99 QPA (Letter of warning may be sent by the appropriate Dean/Administrator)
- Probation: 1.75 to 1.84 QPA (May be required to modify or restrict academic program)
- Dismissal: Less than 1.75 QPA (Readmission may be permitted on recommendation of the appropriate Committee on Student Standing)

For the students who have attempted 61-89 credits, the guidelines are that academic standing is determined based on the following:

- Probation: 1.85 to 1.99 QPA (May be required to modify or restrict academic program)
- Dismissal: Less than 1.85 QPA (Readmission may be permitted on recommendation of the appropriate Committee on Student Standing)

For the students who have attempted 90-999 credits, the guidelines are that academic standing is determined based on the following:

- Dismissal: Less than 2.00 QPA (Readmission may be permitted on recommendation of the appropriate Committee on Student Standing)

Before an outcome of academic dismissal, all final grades for the term must be submitted.

Students who have an Incomplete ("I") or In-Progress grade should be allowed to resolve it within the timeframe determined by the Academic Calendar or by the course instructor if an earlier deadline has been established. Extensions beyond the published deadlines will not be granted. Students who have an In-Progress ("IP") grade are expected to complete the course according to the requirements established for the class by the course instructor. Students may not subsequently be granted an Incomplete ("I") grade to extend time to completion. Once all final grades have been recorded, the above academic standing rules will apply based on a student's cumulative grade point average.

Students who earn three "F" grades in one semester will be academically dismissed.

Undergraduate and Graduate Student Program Dismissal Appeal Policy

If a student is being considered for dismissal from a program due to violation(s) of program policy, including lack of academic progress, poor professional behavior/dispositions, the student will be invited to meet with the program director and the department chair to discuss the circumstances

prior to the dismissal decision being made. If the decision is made to dismiss the student, the department chair will notify the student of that decision in writing and include notification to the student that they may appeal the decision to the dean. All appeals to the dean must be made in writing within 10 days of the date of the dismissal letter. The dean, in turn, will appoint an internal committee consisting of three members of the faculty. This committee will issue a final recommendation to the dean of the SOE. The dean's decision is final.

Final Grade Appeal

Purpose

The purpose of this Final Grade Appeal Policy is to establish a clear, fair, and uniform process by which students may contest the final grade assigned to them for a course or other degree requirement. Final grades reflect exclusively the academic achievements of students and will be changed only in exceptional circumstances and only with the approval of the appropriate academic college/school dean.

General Provisions

All parties to a final grade appeal are expected to be polite and respectful throughout the process.

All documents and proceedings associated with specific final grade appeals shall remain confidential during and after the process. However, by April 30 of each year, the dean of each college/school shall submit a summary report of formal final grade appeals filed in that college/school during the preceding twelve months to the Provost and Executive Vice President for Academic Affairs, the President of the Faculty Senate, and the President of the Student Government Association. The report shall list how many formal appeals were received and at what level (as defined later in this document) they were resolved.

Students may contact the Student Government Association or the office of their college/school/program's academic dean for assistance in understanding the appeal process.

The timeline for the entire appeals process in this policy may be shortened by the dean if the new timeline is explicit regarding the time allowed at each level and is agreed to in writing by the student filing the appeal and the faculty member responding to the appeal.

If a student fails to comply with the procedures or meet the deadlines provided in this policy, the student will be informed that the grade appeal process is terminated.

Grounds for Appeal

Grade appeals shall be based on problems of process and not on differences in judgment or opinion concerning academic performance.

The acceptable grounds for a grade appeal are:

- An error was made in grade computation.

- The grade assignment was capricious or arbitrary. That is, the grade assigned was based on criteria other than the student's performance in the course; was based on standards different than those applied to other students registered in the same course at the same time; or constitutes a substantial departure from the published or announced grading standards for the course.

This Final Grade Appeal Policy does not address disputed grades resulting from alleged academic integrity violations or complaints of discrimination, which fall under other policies of the university.

- The University's Academic Integrity Policy is available in in the subsequent section.
- Students who wish to report a violation of TAP 30 can contact the Director of Anti-Discrimination and Compliance may be contacted at (412) 396-2560.
- If a student has not been provided accommodations specified as required by the Office for Special Services, she or he should contact the Director, Freshmen Development and Special Services.

First Level: Formal Appeal to the Faculty Member

A student who believes that she or he has grounds for an appeal shall first attempt to resolve the issue informally with the professor. If such an attempt at informal resolution fails, the student may wish to file a formal appeal.

A student who wishes to file a formal appeal shall do so within 10 business days of the day on which classes start for the fall or spring semester that immediately follows the award of the grade in question. Final grade appeals involving summer courses must be filed within 10 business days of the day on which classes start for the fall semester.

A formal appeal shall be submitted electronically in writing, dated and signed, and headed with the words "Final Grade Appeal." The student should articulate which of the above grounds for appeal is the basis for the appeal. The student may submit evidence and written testimony that directly supports the appeal. Via Duquesne email, the student shall submit one copy of these materials to the faculty member and a second copy to the dean of the college/school/program in which the faculty member holds her or his academic appointment and in which the course was offered. A student who wishes to appear in person for the First Level appeal must state that in writing as part of the appeal submission. In such a case, the faculty member must meet with the student within 5 business days.

Record of a Formal Appeal

Once the student has presented a formal appeal to the faculty member, that document becomes a part of the record of the appeal, which shall be maintained by the dean of the college/school/program in which the faculty member holds her or his academic appointment and in which the course was offered. The student's formal appeal document shall be presented in its original form at all subsequent levels of appeal. Any additional statements by the student or the faculty member, all evidence submitted relevant to the appeal, and all direct and supporting statements also become part of the record of the appeal and shall be produced at each level of appeal.

At each level of appeal, a written dated decision and accompanying rationale for the decision shall be provided to all affected parties (the student, the faculty member, and any person who has rendered a decision at an earlier level).

Right to Appear in Person

A student may choose to present her or his appeal in person at each level of appeal and may have an additional person present as an advisor at each level. However, that person may not serve as the student's representative and has no right to speak or otherwise participate in the appeal process.

A faculty member to whom a student appeal is presented may choose to respond in person to the student's appeal at the Second Level of the process and may have an additional person present as an advisor. However, that person may not serve as the faculty member's representative and has no right to speak or otherwise participate in the appeal process.

Final grade appeals are not akin to legal proceedings and do not involve participation by external legal counsel.

Within 5 business days of receiving the student's formal appeal or meeting with the student in response to their written request to appear in person, the faculty member shall prepare a detailed written decision that is responsive to the student's stated reason(s) for the appeal. This decision shall be emailed to the student at his or her university email address with a copy to the dean of the college/school/program in which the faculty member holds her or his academic appointment and in which the course was offered.

If the student receives no response from the faculty member within the specified timeframe or is dissatisfied with the faculty member's decision, she or he may proceed to the Second Level of appeal.

Second and Final Level: Appeal to the Dean

A student or faculty member who elects to proceed to the Second and Final Level of appeal shall notify in writing the dean of the college/school/program in which the faculty member holds her or his academic appointment and in which the course was offered. A student who wishes to appear in person for the Second Level appeal must state that in writing as part of the appeal submission. The student or faculty member must submit this notification within 5 business days following the faculty member's written decision regarding the outcome of the First Level of Appeal. Within 5 business days of receiving the student or the faculty member's notification, the dean shall notify the student, the faculty member and the faculty member's department chair, division head or program director that the appeal has proceeded to the Second and Final Level. The dean shall also ensure that all parties understand that they have the right to appear in person at this level of appeal.

Within 5 business days after receiving the appeal or following the requested in-person appearance, the dean shall thoroughly review the record of the appeal and email a decision about the appeal to

the student and the faculty member at their university email addresses. The dean's decision shall respond to the student's stated reason(s) for the appeal and to the faculty member's response, if one was provided to the student.

The decision of the dean is final.

Final Grade Appeals when the Faculty Member is no longer employed by the University

In rare circumstances, a student may wish to contest her or his grade in a course taught by a faculty member no longer employed by the University. In such circumstances, a grade may be changed by the Provost and Executive Vice President for Academic Affairs upon the recommendation of the appropriate dean and department chair or division head.

Academic Integrity Policy and Procedures

I. Introduction

An essential element of Duquesne University's mission to educate the mind, the heart, and the spirit is the University's commitment to maintaining and promoting an atmosphere where knowledge and inquiry are respected and encouraged. At Duquesne, as at other American institutions of higher education, our individual and collective search for truth and understanding is founded on the core principle of academic integrity. For Duquesne students and professors alike, academic integrity is essential to our efforts to master existing knowledge, to discover or create new knowledge, and to demonstrate or transmit our knowledge or understanding through academic endeavors like test-taking, writing, and teaching.

Academic integrity at Duquesne can be summarized. In its simplest terms, academic integrity is the pursuit of knowledge and understanding in an honest and forthright manner. This is because intellectual endeavors-on-site or online; in the library or the laboratory; in a classroom, a Living-Learning Center, or any off-campus learning environment- can only be conducted in an atmosphere of respect for the truth, commitment to the unfettered spirit of inquiry, and acknowledgment of the different contributions and perspectives of others.

- Academic integrity means pursuing truth with true passion while maintaining the humility to recognize and accept that our understanding may be incomplete or contingent.
- Academic integrity means always representing academic pursuits, projects, and responsibilities in truthful and honest ways when communicating with University faculty, staff, and teaching assistants
- Academic integrity means acknowledging the contributions of others, specifically and thoroughly, using the conventions for acknowledging sources that are appropriate to particular intellectual traditions or disciplines.
- Academic integrity means representing others' work accurately and distinguishing clearly our own ideas and insights, and our language, from the work (and wording) of others.

- Academic integrity means seeking or receiving credit (including grades and other measures of accomplishment) only insofar as we have earned it as a result of our intellectual efforts; it means not taking credit for work that is not our own.
- Academic integrity means representing ideas and opinions with which we may disagree clearly and fairly, according the same respect to material we may criticize that we would wish for our work.
- Academic integrity means taking examinations and completing assessments honestly, and according to directions, so that results are an accurate measure of our attainments.
- Academic integrity means treating the work of others in laboratories, collaborative projects, or any learning endeavors with the respect we would wish for our work.

Academic integrity means, in short, that we at Duquesne are dedicated to pursuing our educational and intellectual endeavors with honesty and honor.

All members of the Duquesne University community, including faculty, students, administration, and staff, are responsible for upholding academic integrity and maintaining a culture in which academic integrity can flourish.

Faculty responsibilities concerning academic integrity include maintaining integrity in their own work and professional lives. Faculty are also responsible for teaching students about academic integrity, particularly following the specific expectations and conventions of their disciplines, and structuring assignments and examinations in ways that will help students maintain academic integrity. If faculty believe or suspect that academic integrity may have been violated, they must also play a central role in investigating and judging violations and administering sanctions.

Student responsibilities concerning academic integrity include maintaining academic integrity in all class assignments, examinations, research, and/or writing projects, and any other academic endeavors related to their courses of study.

II. Definitions and Standards: Violations of Academic Integrity

Academic integrity can be compromised in any number of ways. Individuals who seek or receive credit for intellectual work that is not their own violate academic integrity, as do individuals who falsify or ignore data or who destroy or contaminate data or intellectual property. Violations of academic integrity may include, but are not limited to, the following:

- Cheating. Cheating on quizzes, tests, examinations, or projects may consist of giving, receiving, or using unauthorized assistance or material. Unauthorized material may include, but is not limited to, notes or other written documents, as well as wireless communication or computing devices, calculators, formulas, computers, computer programs, software, data, or text. In other contexts (e.g., group projects, labs), cheating may include forms of deception intended to affect grades or other outcomes. Cheating may also include, but is not limited to, student use of sources (including "answer sites" such as Course Hero) beyond those authorized by the instructor in fulfilling assignments such as writing papers, preparing reports, developing course projects, or solving

problems. Cheating may also include the unauthorized possession of tests or other academic materials belonging to a member of the University faculty or staff. Selling course material to another person and/or uploading course materials (including but not limited to slides, syllabi, tests, study guides, labs, etc.) to a third-party vendor without express written permission of the University and the Instructor is prohibited.

- Plagiarism. Plagiarism in papers or other written, electronic, or oral work (including essays, research papers, theses, dissertations, presentations, class projects, or work for publication) may include, but is not limited to, the use-whether by summary, paraphrase, copying, direct quotation, or a combination of such methods-of the published or unpublished work or the specific ideas of another person or source without full, clear, and specific acknowledgment (including the use of quotation marks or other conventions to indicate the source's language). Plagiarism may include the submission of material from sources accessed through the Internet or by other means, or from other individuals, without proper attribution. Also, plagiarism may consist of the submission of a paper prepared in whole or in part by another person or persons or an agency or entity engaged in providing or selling term papers or other academic materials. Plagiarism may also include the submission, without the instructor's approval, of work submitted for credit in another course.
- Deceit in academic matters. Deceit may include, but is not limited to, deliberately furnishing false information to or withholding relevant information from any University instructor, official, or office.
- Misuse of documents. Misuse may include, but is not limited to, forgery, alteration, or improper use of any University document, record, or instrument of identification (written or computerized). It may also include misappropriation, mutilation, or destruction of tangible assets such as books, journals, electronic data, and related resources available in libraries and offices.
- Assistance in the violation of academic integrity. Assistance may include, but is not limited to, any knowing facilitation of intellectual dishonesty by another person or persons.

III. Academic Sanctions for Student Violations of Academic Integrity

Students who are found responsible for violations of academic integrity-whether or not they are the result of a deliberate intent to deceive-are subject to academic sanctions, including (but not limited to) lowered grade or failure on an assignment; lowered course grade; course failure; suspension or dismissal from a course; suspension or dismissal from the College or School or the University; and/or revocation of a degree. If a student is found responsible for violating the University or a School/College's academic integrity policy, information regarding the violation and sanction(s) will be maintained by the Office of the Provost.

IV. Relationship with School/College Academic Integrity Policies

The University's Academic Integrity Policy and Procedures, as set forth here, govern the administration of academic integrity throughout Duquesne University and set forth the specific roles and responsibilities of the University's Schools/Colleges. The University Policy and Procedures will be promulgated on the Duquesne University website, in the Student Handbook, and through other means so all members of the Duquesne community may easily access them.

The University's Schools/College/Programs will have academic integrity policies and procedures that are consistent with the University Policy and Procedures. Such policies will specify the standards and expectations appropriate to that School/College/Program and its mission, and the procedures outlined in each School/College/Program's policy will be consistent with the guidelines set forth herein. Students enrolled in courses offered by that School/College/Program will be governed by its procedures.

Provisions in the academic integrity policies and procedures of a School/College/Program may deviate from and supersede the University Policy and Procedures only when they represent accepted practice for the discipline concerned, as this is reflected in publications of the relevant professional association or accrediting body. The Executive Vice President and Provost must approve each such provision and note it as an exception to the University Policy and Procedures wherever the School/College/Program's policy and procedures are published. In all cases, School/College/Program policies and procedures will specify mechanisms for ensuring that students accused of academic integrity violations are afforded the protections of due process, including the availability of School and University-level appeals processes.

All student appeals related to academic integrity are to be governed exclusively by the University (and College/School/Program) Academic Integrity Policy and Procedures. Appeal processes are not akin to legal proceedings and do not involve participation by external legal counsel.

V. Relationship with Other University Policies

If a student is accused of an academic integrity violation, they may not withdraw to avoid a course grade sanction. A student may not use the Final Grade Appeal process outlined in the University's Final Grade Appeal Policy to overturn or prevent a course grade sanction resulting from a responsible finding for an academic integrity violation. In the event a course grade sanction resulting from a responsible finding for an academic integrity violation would impact student standing under the Student Standing policy, the course grade sanction will be held in abeyance pending the resolution of School/College/Program and University-level appeals as more fully set forth herein.

VI. Academic Integrity Procedures for Student Academic Integrity Violations

While individual faculty members will generally have responsibility for course-level sanctions (that is, sanctions up to a failing grade on an assignment), the University's Schools/College/Programs will follow the procedures outlined below for handling more serious situations involving students enrolled in their programs or taking their courses. The University's Schools/College/Programs are responsible for

- promulgating their policies and procedures to their students and faculty alike and providing ready access to their policies and procedures (e.g., on School websites);
- educating students about their expectations regarding academic integrity and specific methods and conventions for maintaining it;
- overseeing academic integrity in their courses and programs; and

- maintaining records of academic integrity violations.

In courses that are not offered by a specific School/College/Program (e.g., courses for the Bridges Common Learning Experience and other University programs) and in combined degree programs, the policy and procedures of the School/College/Program in which the department or faculty member offering the course is located will apply. In areas of the University that do not have their own policy and procedures (e.g., the Honors College), the policy and procedures of the McNulty College and Graduate School of Liberal Arts will apply by default.

ALL academic integrity matters that result in sanctions including, or more serious than, a failing grade for an assignment must be reported to the appropriate offices, including the Office of the Dean of the School in which the student is enrolled (see below) and the Office of the Provost, which maintains records of responsible findings of violations of academic integrity. Each School/College/Program should develop guidelines for contacting the Office of the Provost with inquiries about whether a particular student has committed a prior academic integrity violation and evaluating any information it receives.

I. Roles and Responsibilities within the Schools/College

Course instructors are responsible for upholding academic integrity regarding work under their supervision performed both in and outside of class. They have primary responsibility for evaluating evidence of alleged violations and imposing appropriate sanctions. All cases that result in sanctions, including or greater than a failing grade for the assignment on which the violation allegedly occurred, must be discussed with the instructor's department chair or program director within five business days. If the student is majoring in a different area from the one where the alleged violation occurred, the relevant department chair and Dean should also be notified. The faculty member should meet with the student to give notice and opportunity to respond. If the instructor determines that the sanction(s) to be applied are equivalent to or greater than a failing grade for the assignment, the instructor should inform the student of the sanction(s) in writing or via email, generally within 10 business days. At that time, the instructor should also notify the student that it is his or her right to appeal the instructor's finding of a violation and/or imposition of a sanction(s) to the School/College/Program Academic Integrity Appeals Committee or its equivalent. The student should

initiate any appeal within ten business days after the instructor has communicated with her or him regarding a responsible finding of a violation and related sanction(s).

The recommended findings and sanctions, if any, from the School/College/Program Academic Integrity Appeals Committee will be communicated in writing or via email to the Dean, and, if the student is not enrolled in that School/College/Program, the Dean of the student's School/College/Program. The Dean of the School/College where the reported violation occurred will review the findings and may impose the sanctions as recommended, impose a lesser sanction(s), or determine that no violation occurred, and will communicate the outcome in writing to the student. If the student is not enrolled in that School/College/Program, the Dean of the student's School/College/Program will be notified. The student has a right to a University-level review as further discussed in Section III below, and will be notified of this by the Dean of the School/College/Program where the reported violation occurred.

Each School/College/Program's Academic Integrity/Standing Committee should have oversight of matters related to academic integrity in that School/College/Program.

II. Role and Responsibilities of the Executive Vice President and Provost

In the most serious cases, defined as those that might lead to suspension or dismissal from the University, the Dean will refer the matter to the Executive Vice President and Provost within 10 business days of the Dean's receipt of the School/College/Program Academic Integrity Appeals Committee recommendations. In all matters where the student requests a University-level review, the matter will also be referred to the Executive Vice President and Provost. Often this review will be conducted informally by the Provost (or his or her designee), who will review the written record of the case and issue to the student a final decision with respect to the student's responsibility and the imposition of sanctions, if applicable. Alternatively, if the Provost has any concerns about the evidence or the fairness of the School/College/Program's proceedings, the Provost may refer the case to the University Academic Integrity Appeals Committee.

The Provost will determine the student's ability to attend classes, clinicals or internships during the appeal process, based on the severity and context of the reported academic integrity violation. If the student's appeal is granted, the student will be provided with academic measures to address any class or clinical time missed during the appeal process.

III. Role and Responsibilities of the University Academic Integrity Appeals Committee

A student has the right to a University-level review of his or her case. A student may request a University-level review within 10 business days following receipt of the School (College) appeal outcome. Often the University-level will be conducted informally by the Provost (or his or her designee), who will review the written record of the case. The Provost or their designee may refer the case to the University Academic Integrity Appeals Committee for review. The Committee, at its discretion, may wish to go beyond an examination of the written record and hold a hearing at which the student and other witnesses who have knowledge of the alleged academic integrity violation may appear. In the event of a hearing, the student and witnesses will have the opportunity to present information relevant to the violation and will be asked questions. The Committee must forward its recommendations regarding the matter to the Provost within 15 business days of receiving the referral. The Provost or their designee will inform the student of the outcome in writing within 5 business days.

The University Academic Integrity Appeals Committee will be constituted on an ad hoc basis by drawing three faculty members from the College/School/Program Academic Integrity Appeals Committee will be constituted on an ad hoc basis by drawing three faculty members from the College/School/Program Academic Integrity Committees or their equivalent, by recommendation of the faculty members' Deans. The faculty members chosen to serve on any academic integrity case may not be members of the unit in which the alleged violation occurred.

Student Grievance Policies and Procedures

The program follows the policies and methods used by Duquesne University to handle student complaints and to document these complaints as described in The Administrative Policies

(TAP) [30](#), [31](#) and [61](#) and the [Student Code of Conduct](#). The policies indicate the timeline for reviewing and resolving complaints so they are resolved in a timely manner. These complaints are reviewed periodically to identify any pattern of student complaints that raise concerns. This documentation is used to make improvements and enhancements to the quality of the institution as a whole through the provision of programming that addresses issues of concern.

<https://www.duq.edu/life-at-duquesne/student-services/student-complaints.php>

TAP No. 30: Equal Educational and Employment Opportunity and Human Relations in the Workplace and Classroom

<https://www.duq.edu/about/policies-and-initiatives/the-administrative-policies/tap-30.php>

TAP No. 31: Sexual Misconduct and Gender Discrimination

<https://www.duq.edu/about/policies-and-initiatives/the-administrative-policies/tap-31.php>

TAP No. 61: Interim Policy on Title IX Sexual Harassment

<https://www.duq.edu/about/policies-and-initiatives/the-administrative-policies/tap-61.php>

The Student Code of Conduct is in the University Student Handbook.

<https://www.duq.edu/about/policies-and-initiatives/student-handbooks.php>

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 two 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 activation process or 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/about/policies-and-initiatives/student-handbooks.php>

MultiPass

MultiPass is your key to multiple electronic resources at Duquesne. Once your MultiPass account is initialized, you can use one MultiPass username and password to access DORI, to register for courses, and use the *DuqNet* wireless network. All Duquesne students should get a MultiPass username and password as soon as possible upon enrollment. Please check the Duquesne website at <https://services.duq.edu/TDClient/30/Portal/Home/?ID=21559a28-f8f2-4a46-bb65-e9477b3f2d75> 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). 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 to participate in the educational program, with or without an accommodation.

The Office for Opportunity, Community Building, and Engagement

The Office for Opportunity, Community Building, and Engagement helps to create spaces where each and every student-inclusive of background, identity, or lived experience-can feel seen, supported, and inspired. Through community programming, support for multicultural student organizations, and educational initiatives, the Office fosters genuine relationships that reflect compassion for the human experience. Their goal is to build a campus community where everyone belongs and every student can thrive-academically, socially, and personally-on their path to achieving their greatest potential. Please visit <https://www.duq.edu/social-impact/diversity-equity-and-inclusion/center-for-excellence-in-diversity-and-student-inclusion/index.php> or contact the Center in 302 Student Union or (412) 396-1117 for more information.

The Center for Student Wellbeing

As a Center within the Division of Student Life, working in conjunction with the Division of Mission and Identity, the Center for Student Wellbeing, which includes **Counseling Services, Health Services, and Recreation Services**, promotes an understanding of health that is holistic: mind, body, and spirit. The Center helps students respond to the stress associated with being a 21st-century college student so that they can lead meaningful lives. This includes helping students address and work through psychological suffering in all of its forms, experience the therapeutic benefits of exercise, and receive treatment for biomedical health concerns through our family medicine model. An important part of the Center's Vision is in acknowledging the impact that the pandemic has had on our students. As a result, the Center developed a biopsychosocial-spiritual model that addresses our students' needs, which has led to a re-imagined understanding of "student success," and how the promotion of wellbeing is vital to retention, academic and career success, and most

importantly, life satisfaction. <https://www.duq.edu/life-at-duquesne/health-recreation-wellness/index.php>

Brother Keating Initiative (Food Pantry)

Spiritan Brother Gerald Keating served the Duquesne community from 1924 until 1980. In that time, he developed the Our Lady of Victories Shrine and garden and served as a campus chef for many decades. During the Great Depression, Brother Keating quietly supported students who felt the crippling impact of the economic collapse, thus enabling them to complete their academic studies. The Keating Initiative seeks to assist food-insecure students, faculty, and staff. The initiative includes comprehensive "wrap-around" services that include health and wellness, meal vouchers, and a campus food pantry. Individuals wishing to utilize the Keating Initiative are asked to complete an intake document, which will enable them full access to the pantry and other services.

<https://www.duq.edu/life-at-duquesne/student-services/first-year-development.php#:~:text=The%20Keating%20Initiative%20seeks%20to,and%20a%20campus%20food%20pantry.>

Emergency Student Assistance Fund

University alumni and friends have generously contributed thousands of dollars to this emergency fund, which has helped countless students overcome immediate hardships. Economic hardship may result in personal or parental job loss, food insecurities, inability to pay rent or mortgage, inability to afford tuition, depleted or depleting savings, anxiety, and hopelessness. Generous contributions have helped students with paying for food, paying rent/mortgage, paying utilities, tuition assistance/support, and technological support. <https://www.spirit.duq.edu/project/20674>

Learning Skills and Writing Centers

The Michael P. Weber Learning Skills Center provides trained tutors and a comprehensive study skills program to help develop and enhance student skills as well as to assist students experiencing academic difficulties. The learning skills centers also house many other programs geared towards student academic success. In addition, one of the most helpful resources on campus for students to maximize their potential is the Writing Center. The center can provide you with one-on-one assistance -- throughout all stages of the writing process -- for academic papers, professional applications, resumes, websites, presentations, and other projects. Instructors not only help students write better papers, but also help them become better writers in general.

<https://www.duq.edu/academics/explore-all-programs/michael-p-weber-learning-skills-center/index.php>

Gumberg Library and Curriculum Center

Students should 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 five 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.

Health insurance coverage is a requirement for all students enrolled at Duquesne University. As part of Duquesne's ongoing commitment to our students' health and well-being, several Student Health Insurance Plan (SHIP) changes have been made for the 2023-2024 academic year to help our students access adequate coverage. For more information, please go to: <https://www.duq.edu/life-at-duquesne/health-recreation-wellness/health-services/student-health-insurance.php>

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 coursework 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 specific 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 readmission, given an expected conferral date. Still, it 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, or 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 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 within the specified timeframe. 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 completed the majority of practicum, internship, or dissertation requirements. Change of an “IP” grade is achieved by the course instructor using a Change of Grade form available through the office of Student Academic Services in Canevin Hall.

Continuous Enrollment Policies

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 necessary spring and fall 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 will be charged the flat rate for the number of semesters needed.

A student may not use continuous registration 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 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 <https://www.duq.edu/life-at-duquesne/our-campus/campus-safety/du-alert.php>

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-wellness/health-services/pre-admission-immunization-requirements-and-portal-access.php>