



IUP Graduate Handbook

*Master's Degree in Educational Psychology (M.Ed.) and
Educational Specialist Degree in School Psychology (Ed.S.)*

Department of Educational and School Psychology

Master's Degree in Educational Psychology
Educational Specialist Degree in School Psychology
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TABLE OF CONTENTS

| | |
|---|----|
| Introduction..... | 1 |
| Indiana University of Pennsylvania | 1 |
| IUP's Civility Statement | 1 |
| Affirmative Action | 1 |
| Title IX Reporting Requirement | 2 |
| Student Conduct and Student Rights | 3 |
| Department of Education and School Psychology | 3 |
| Mission Statement and Program Objectives | 4 |
| Faculty and Staff..... | 4 |
| Admission | 5 |
| Financial Assistance..... | 6 |
| Academic Advisement..... | 6 |
| Campus Resources & Student Support | 8 |
| IUP Email | 8 |
| Graduate Student Assembly..... | 8 |
| Programs and Degrees | 8 |
| Master's..... | 8 |
| Educational Specialist | 9 |
| Certification..... | 10 |
| Course Descriptions..... | 10 |
| Evaluation of Students..... | 13 |
| Comprehensive Examinations..... | 17 |
| Program Level Examination Appeals..... | 17 |
| Reexamination Policy | 18 |
| Degree Completion | 18 |
| University Policies and Procedures | 19 |
| Research | 20 |
| Signature Page | 21 |

INTRODUCTION

This handbook is designed to guide students who are matriculating in the Master's Degree in Educational Psychology (M.Ed.) and Educational Specialist Degree in School Psychology (Ed.S.) at Indiana University of Pennsylvania. In addition to this document, students are also urged to access the *Graduate Catalog* (see <http://www.iup.edu/graduateschools/catalog/>) for a complete understanding of all of the requirements relating to various degree and certification requirements.

Indiana University of Pennsylvania

Founded in 1875, IUP is a vibrant, comprehensive, research-based, teaching-focused, student-centered learning community. IUP combines the academic opportunities of a large university with the highly personalized and intimate learning-centered environment of a small college. Almost 13,000 undergraduate and graduate students are enrolled in our accredited and nationally recognized programs, enjoying traditional and nontraditional classroom experiences, engaging in research and service activities with their faculty mentors, becoming lifelong learners, preparing for rewarding careers and productive lives, and developing leadership skills for effective citizenship. IUP is a Carnegie Doctoral/Research university with over 2,000 graduate students and 48 graduate programs, including 13 doctoral programs.

IUP's Civility Statement

As a university of different peoples and perspectives, IUP aspires to promote the growth of all people in their academic, professional, social, and personal lives. Students, faculty, and staff join together to create a community where people exchange ideas, listen to one another with consideration and respect, and are committed to fostering civility through university structures, policies, and procedures. We, as members of the university, strive to achieve the following individual commitments:

To strengthen the university for academic success, I will act honestly, take responsibility for my behavior and continuous learning, and respect the freedom of others to express their views.

To foster an environment for personal growth, I will honor and take care of my body, mind, and character. I will be helpful to others and respect their rights. I will discourage intolerance, hatred, and injustice, and promote constructive resolution of conflict.

To contribute to the future, I will strive for the betterment of the community; myself, my university, the nation, and the world.

Affirmative Action

Indiana University of Pennsylvania is committed to provide leadership in taking affirmative action to assure equal education and employment rights for all persons without regard to race, color, sex, religion, national origin, sexual orientation, age, disability, or veterans' status. We believe that respect for the individual in the academic community must not be abused. Harassment or disregard of a person based on any of these characteristics is particularly intolerable on the university campus.

The university will take affirmative action to ensure the implementation of this policy in employment and admissions. This policy and the obligation to provide equal opportunity include the following commitment:

1. To recruit, hire, train, and promote persons for all job classifications and to admit and educate students without regard to race, color, sex, religion, national origin, sexual orientation, age, disability, or veterans' status.
2. To base decisions on selection, employment practices, employee utilization, job training, career mobility, promotion, program operation, and services provided in observance of the principles of equal employment opportunity and affirmative action.
3. To assure that all other personnel actions, such as compensation, benefits, transfers, furloughs, returns from furlough, agency-sponsored training, educational benefits, tuition assistance, social and recreational programs, etc., are administered in keeping with the policy, strategies, objectives, goals, and timetables of the Equal Opportunity Act and the Affirmative Action Plan of the university.
4. To create and maintain a workplace and educational climate that is free from discrimination and harassment, including sexual harassment, of any employee or student.
5. To make every effort to increase employment and educational opportunities for qualified disabled applicants and employees with disabilities.
6. To assure that, in offering employment or promotion to persons with disabilities, no reduction in compensation would result because of disability income or other benefits.
7. To assure that reasonable accommodations will be made for the physical disabilities of an applicant or student.

As an equal opportunity/affirmative action institution, the IUP Affirmative Action Plan is applicable to employees/enrollees of Indiana University of Pennsylvania under provisions of federal and state laws including Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the Civil Rights Act of 1991, as well as all federal and state executive orders. This policy extends to disabled veterans and veterans of the Vietnam era.

The IUP Affirmative Action Plan supersedes the Affirmative Action Plan of 1995–96; the 1983 IUP Plan; the August 8, 1975, Affirmative Action Plan adopted by the Board of Trustees; and the March 31, 1982, Affirmative Action Plan submitted to the U.S. Office for Civil Rights.

Title IX Reporting Requirement

Indiana University of Pennsylvania and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the university requires faculty members to report incidents of sexual violence shared by students to the University's Title IX Coordinator. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a university-approved research project.

Faculty members are obligated to report sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred to the Department of Human Services, at 1-800-932-0313, and University Police, at 724-357-2141. Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: www.iup.edu/socialequity/policies/title-ix. Specific inquiries regarding Title IX should be directed to:

Social Equity and Title IX Office
Delaney Hall, Suite B17
920 Grant Street
Indiana, PA 15705
Telephone: 724-357-3402

Student Conduct and Student Rights

The primary function of the student conduct system is to resolve alleged policy violations by students that occur on campus. The university reserves the right to address violations by students in off-campus locations when those violations might adversely affect the university community. The university maintains the right to amend its rules and to make such amendments effective immediately upon appropriate public notification of students. It is the responsibility of each student to become familiar with these policies and procedures.

For more information see www.iup.edu/studentconduct/policies/.

Upon admission, students assume responsibility for knowing program requirements and following departmental advising requirements when selecting and registering for courses. Students are also responsible for knowing the procedures for paying fees, processing class drop/adds and withdrawals, and applying for and meeting all requirements for graduation.

Conversely, students have the right to expect that program requirements will be made clear, that course requirements—including grading criteria and procedures—will be made known early in a course, and that course grades will represent the instructor's professional and objective evaluation of performance. Students have the right to instruction that encourages the free and open discussion of ideas and that respects reasonable student needs and aspirations. Students share with instructors the responsibility for creating a classroom atmosphere that encourages maximum learning and exhibits a more intense scholarly zeal than that expected in graduate studies.

Department of Educational and School Psychology

The School Psychology Program at Indiana University of Pennsylvania has been developed for the initial preparation and continued training of school psychologists who work with school and family-related problems of children. School psychology is seen as a specialty within the profession of psychology, and focuses on the psycho-educational abilities and development of children in the context of their individual cultural, educational, and familial experiences.

The school psychologist's role includes the prevention, assessment, and remediation of child and adolescent learning and behavior problems through direct and indirect services. Thorough knowledge of child and family development, typical and exceptional behavior, cultural influences on behavior, sound educational practice, and a wide range of diagnostic, remedial, and consultative skills are seen as essential for carrying out this role.

In this scientist-practitioner oriented program, training is provided in the context of a continuously changing research base and the evolving role expectations for school psychologists both nationally and within the Commonwealth of Pennsylvania. Both the specialist and doctoral programs are approved by the National Association of School Psychologists.

Mission Statement and Program Objectives

The School Psychology Program at Indiana University of Pennsylvania is designed to ensure that the professional school psychologist who completes the program will have the knowledge base, practitioner skills, and professional qualities necessary to provide services to children and their families and leadership in the schools and community.

In order to provide these services, the school psychologist must achieve and demonstrate competence in the following areas:

- Data-based decision-making and accountability
- Consultation and collaboration
- Interventions and Instructional Support to Develop Academic Skills
- Interventions and Mental Health Services to Develop Social and Life Skills
- School-Wide Practices to Promote Learning
- Preventive and Responsive Services
- Family–School Collaboration Services
- Diversity in Development and Learning
- Research and Program Evaluation
- Legal, Ethical, and Professional Practice

The overall program structure allows for the training of post-baccalaureate students entering the field of school psychology and practitioners wishing to change their roles within the schools. For the latter students, careful review and documentation of past training, work experiences, and current competencies are used to identify training needs and the specific program requirements essential to produce a high degree of professionalism in school psychology.

Faculty and Staff

Dr. Lynanne Black, Chairperson

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724-357-4757

| | | |
|---|--|--------------|
| <i>Dr. Courtney McLaughlin, Doctoral Director</i> | cmc@iup.edu | 724-357-2299 |
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| <i>Ms. Diana Fatula, Administrative Assistant</i> | diana.fatula@iup.edu | |

Admission

The School Psychology Program at Indiana University of Pennsylvania is a multiple-entry-level graduate program culminating with a master's degree in educational psychology or an educational specialist degree in school psychologist. The department also offers a Ph.D. in school psychology. Individuals with a bachelor's degree may enter the program as master's degree candidates or apply directly to the doctoral program. Students interested in additional information concerning the doctoral program are encouraged to review the Doctoral Program Handbook or contact the doctoral director. During completion of their master's level coursework, students may apply for acceptance into the school psychology degree program. Some students terminate their studies at the specialist level. Individuals who already possess a master's degree in a closely allied field from an accredited institution may apply directly to the Ed.S. program, but may be required to make up certain master's degree courses. Completion of the entire specialist program requires 72 credits beyond the bachelor's degree. Admission into all of the programs requires evidence of previous scholarship and/or potential for academic success, personal and professional qualities deemed necessary to function as a school psychologist, and motivation for professional excellence and leadership in the field.

Individuals seeking admission to the programs offered through the Department of Educational and School Psychology must complete the Graduate School application. The following application materials are required: two letters of recommendation, transcripts, Graduate Record Examination (GRE) scores for the General Test, goal statement, and application fees. After these materials have been received, applications will be reviewed and qualified applicants will be selected for interviews with the School Psychology Admissions Committee. Following these interviews, recommendations for admission will be forwarded to the Graduate School. The Graduate School will communicate admission decisions to the applicant.

Admission to the M.Ed. or Ed.S. programs are based on evaluation of undergraduate and graduate transcripts, letters of recommendation, GRE test scores, work history, professional goals, and personal characteristics as determined during the interview.

All advanced programs leading to a certificate issued by the Pennsylvania Department of Education require that candidates present Pennsylvania Criminal Record (Act 34) and Child Abuse Clearances (Act 151) as well as Act 114 (FBI Fingerprinting Record) prior to any placement in a school setting or

intermediate unit. Candidates for these programs should be aware that some districts or intermediate units may not accept student placements if any criminal record is reflected on these background checks. Candidates with a criminal record, even summary offenses are asked to disclose this history to their program upon entry to the program to facilitate placement. Some serious offenses, typically involving child welfare, preclude state certification. Proof of candidate clearances must be presented to the Educational and School Psychology Department annually.

Additional information concerning the application process can be found online by visiting Graduate Admissions (www.iup.edu/admissions/graduate/). Information concerning Admission Classification and Provisional Admission for International Graduate Application can be found in the *Graduate Catalog* (see www.iup.edu/gradcatalog).

Financial Assistance

Graduate Assistantships

IUP offers graduate assistantships to selected full-time graduate students. Duties will vary somewhat from assistant to assistant and may include support for teaching, research or assistance with research, and university service activities. Assistantships are viewed as an encouragement or reward for academic excellence rather than a means to relieve financial need.

Assistantships are offered for 20 hour, 10 hour, and 8 hour work weeks. All graduate assistantship awards must include both a stipend and a tuition dollar award. Two dollar amount awards will be made per graduate assistant, one for the stipend award and one for the tuition dollar award. Because stipend levels for assistantships may change from year to year, potential applicants should check with the Graduate School for current stipend levels (<http://www.iup.edu/graduatestudies/>).

Financial Aid

Students should consult the *Graduate Catalog* and contact the Office of Financial Aid for further information about other financial resources and services (see www.iup.edu/financialaid/).

Academic Advisement

Academic advisement is handled by the Program Coordinator. Both the advisor and the student share the responsibility of actively participating in the process of academic advisement. Students may find the following tips helpful as they work through the advising process:

- Explore your academic, career, and personal goals by devising a list of short- and long-term goals. Then track your progress on a regular basis.
- Become knowledgeable of and adhere to academic policies, procedures, and requirements.
- Utilize available resources, including those that are web-based, to monitor your academic progress.
- Be aware of graduation requirements for your major; familiarize yourself with the Graduate Catalog.
- Initiate contact with your faculty advisor early in the semester
- Come prepared to your advising sessions with a potential schedule for the upcoming semester.
- Actively participate in the advising session by asking for clarification on points you don't fully understand.
- Access and use MyIUP for academic updates, scheduling, and information gathering.
- Read your IUP e-mail and other important communication tools provided by IUP and/or your faculty advisor.
- Know the Academic Calendar. Do not miss deadlines—know when to register and when to drop/add each semester.
- Schedule courses consistent with those required for your program of study in order to meet graduation requirements.
- Accept responsibility for all academic decisions you make; your faculty advisor will present you with options.

How to Work with Your Advisor

- Learn how to read your DegreeWorks Profile in MyIUP and how to use the “what if” option.
- Consider course options before you meet your advisor.
- Become familiar with important advising dates during the semester, such as when scheduling begins, drop/add, and withdrawals deadlines.
- Learn how to use the GPA calculator in MyIUP.
- Make an appointment with your advisor early in the semester.
- Prepare a list of questions and topics to discuss with your advisor each time you meet.
- Read advising e-mails sent to you throughout the semester.

Campus Resources & Student Support

The School of Graduate Studies and Research: www.iup.edu/graduateschools/
Graduate Catalog: www.iup.edu/gradcatalog
Office of the Bursar: www.iup.edu/bursar/
Office of the Registrar: www.iup.edu/registrar/
Disability Support Services: www.iup.edu/disabilitysupport/
Office of Social Equity: www.iup.edu/socialequity/
IUP Campus Library www.iup.edu/library/
MyIUP: www.iup.edu/myiup/
IT Support Center: www.iup.edu/itsupportcenter/
Veterans and Service Members: www.iup.edu/veterans/resource-center/
IUP Writing Center: www.iup.edu/writingcenter/
IUP Career and Professional Development Center: www.iup.edu/career/
IUP Parking Services and Visitor Center <http://www.iup.edu/parking/>
University Police <http://www.iup.edu/police/> | 724-357-2141
Crisis Intervention 24/7 Hotline: 1-877-333-2470
Student Registration: www.iup.edu/registrar/students/registration/

IUP Email

IUP offers an email account to all active students. **Your IUP email address is the primary means by which the university will contact you with official information and you should use for all IUP official communications. It is your responsibility to check your IUP email regularly.** Visit www.iup.edu/itsupportcenter/howTo.aspx?id=23401 to learn more about setting up this account. For more information regarding University policy on email communication, view the Graduate Catalog: www.iup.edu/gradcatalog

Graduate Student Assembly

The Graduate Student Assembly (GSA) represents the graduate student body's interests at IUP and within the Indiana community. The GSA makes recommendations related University-wide and graduate-specific policies and in areas of concern in the cultural, intellectual, and social life of the part- and full-time graduate student. Visit www.iup.edu/graduateschools/gsa for more information.

Programs and Degrees

Master's Program in Educational Psychology

The *Master's Degree in Educational Psychology* is designed for those who plan to pursue certification in school psychology after the master's degree or for students who desire the master's as a terminal degree. The program includes a minimum of 36 credits, culminating in the Master's of Education (M.Ed.) degree. All students complete coursework in educational and general psychology; individual differences; the

cognitive, affective, and social bases of behavior; behavioral studies; research; and electives. Specific course requirements can be found in the Program of Study section of this document and are available on the department website (www.iup.edu/schoolpsychology). Students must maintain a grade point average of at least 3.25 and a grade of B or better in all department courses. Department courses are identified by their assigned prefix code of EDSP in the title. Students must also maintain a grade point average of at least 3.25 in the master's program in order to be eligible to apply for the school psychology specialist degree program. Continuous enrollment of a minimum of 6 credits per semester and 6 credits per summer session is required for the M.Ed. degree unless waived by the Coordinator of the Certificate Program and the School Psychology Committee.

M.Ed. Course Sequence

Fall

| | |
|-------------|---|
| EDSP 789 | Advanced Psychometric Theory |
| EDSP 711 | Introduction to School Psychology |
| EDSP 755 | Practicum in School Psychology (1 credit) |
| EDEX 650 | Exceptional Children & Youth |
| Elective #1 | |

Spring

| | |
|----------|--|
| EDSP 746 | Academic Interventions |
| EDSP 813 | Academic Assessment |
| GSR 615 | Elements of Research |
| EDSP 755 | Practicum in School Psychology (2 credits) |

Summer

| | |
|-------------|---|
| EDSP 705 | Multicultural Issues in Schools and Communities |
| EDSP 747 | Psychology of Human Development |
| EDSP 748 | Fundamentals of Behavior Change |
| Elective #2 | |

Educational Specialist Program

The *Educational Specialist Degree in School Psychology* program is designed to provide the student with specific clinical skills necessary to function as a school psychologist. The program includes a minimum of 36 credits beyond the M.Ed. degree, culminating in an Educational Specialist (Ed.S.) degree. Courses focus on the multiple roles of the school psychologist, including counseling, assessment, intervention, consultation, exceptionailities, law/ethics, and the use of psychological skills in multicultural educational settings. Specific course requirements can be found in the Program of Study section of this document and are available on the department website (www.iup.edu/schoolpsychology). The specialist program includes a number of practica experiences and an internship that encompass a minimum of 1,200 hours, at least half of which must occur in a school setting. All internship hours and activities must be completed within one year of the first internship term. For example, if the internship began in fall term, all activities and hours must be completed by the end of the fall term that occurs one year from the original term. Failure to complete all hours and activities by that date will result in an F grade and a

requirement to take another three credits of EDSP 852. In the event of unusual circumstances, the faculty member in charge of that section of internship may request an extension for the student with the Registrar. Students who desire to complete the internship on a part-time basis must request permission to do so from the School Psychology Committee. No more than 24 months would be allowed for the completion of a part-time internship. If approved, the sequence of internship requirements and the scheduling of credits may be altered. Students must maintain a grade point average of at least 3.25 and a grade of B or better in all department courses. Department courses are identified by their assigned prefix code of EDSP in the title. Continuous enrollment in a minimum of 9 credits per semester and 6 credits per summer session is required for the certification program unless waived by the Coordinator of the Specialist Program and the School Psychology Committee.

Ed.S. Course Sequence

Fall

| | |
|----------|--|
| EDSP 745 | Counseling for School Psychologists |
| EDSP 812 | Cognitive Assessment |
| EDSP 863 | Assessment of Personality and Behavior |
| EDSP 755 | Practicum in School Psychology (2 credits) |

Spring

| | |
|----------|---|
| EDSP 760 | Group Counseling for School Psychologists |
| EDSP 814 | Advanced Assessment of Low Incidence Disabilities |
| EDSP 818 | Consultation in Applied Settings |
| EDSP 849 | Advanced Practicum in School Psychology & Supervision |
| EDSP 755 | Practicum in School Psychology (1 credit) |

Summer

| | |
|----------|---|
| EDSP 717 | Evaluate Effectiveness of Program Intervention |
| EDSP 849 | Advanced Practicum in School Psychology & Supervision |

Fall

| | |
|----------|---|
| EDSP 852 | School Psychology Internship for Certification Students |
|----------|---|

Spring

| | |
|----------|---|
| EDSP 852 | School Psychology Internship for Certification Students |
|----------|---|

Certification

Students who complete the Ed.S. degree program are eligible to apply for educational specialist certificate in school psychology through the Pennsylvania Department of Education. Students are also eligible to apply for the Nationally Certified School Psychologist credential through the National Association of School Psychologists (see <http://www.nasponline.org/standards-and-certification/national-certification/why-become-an-ncsp>).

Course Descriptions

EDSP 705 Multicultural Issues in Schools and Communities 3CR

Designed to assist students in developing the concept of culture and examine its influence on psychological development, interpersonal interactions, and functioning within the contexts of family, school, and community. The course includes topics regarding how persons are acculturated and how being a member of a minority culture affects participation in societal structures. An explication of how bias and prejudice against persons of minority status develop and impact societal institutions (e.g., schooling) will be provided. Special emphasis will be given to issues related to the needs of English-language learners (ELLs).

EDSP 711 Introduction to School Psychology 3CR

The professional responsibilities of the school psychologist are explored in relation to ethical and legal aspects, state and federal litigation and legislation, dynamics and organization of regular and special education, issues in multicultural and exceptional child education, and provision of assessment, placement, and intervention services in the public schools. Prerequisite: Permission of instructor.

EDSP 717 Evaluating the Effectiveness of Program Interventions 3CR

This course provides an overview of the application of the issues, theories, models and techniques of evaluations, measuring variables, analyzing data, reporting findings, and using results for evaluating and improving intervention programs.

EDSP 745 Counseling for School Psychologists 3CR

This course introduces students to the knowledge, techniques, skills, and processes basic to initiating, conducting, and terminating an effective counseling relationship with emphasis on the school setting. The course will expose students to a wide variety of conceptual models, but the focus will be on problems typically beginning in childhood and/or adolescence.

EDSP 746 Academic Interventions 3CR

This course provides an in-depth examination of developmental, cognitive, and interactionist learning theories as they apply to classroom instruction. Emphasis is placed on direct application of theory to the improvement of classroom instruction and the relationship of learning and motivation.

EDSP 747 Psychology of Human Development 3CR

Students will explore child development from conception through adolescence. The course includes a survey of growth, adaptation, and developmental patterns with implication for academic, emotional, and social learning. Cognitive, emotional, social, and physical development, are explored, emphasizing the interactive effects of the person's environment, developmental level, and psychological state. The course will be organized in a topical manner and includes basic concepts of theories of child development, applied directions of child development, biological foundations of development, prenatal development, physical growth, as well as cognitive and language development.

EDSP 748 Fundamentals of Behavior Change 3CR

Examines behaviors encountered in a variety of settings, including homes, schools, workplaces, and community settings, from the perspective of a functional analysis of behavior. Foundational principles of applied behavior analysis and behavior change procedures will be the basis of the course. Students will develop competencies related to analyzing prosocial and problematic behavior and implementing behavior plans appropriate for individuals and groups within multiple contexts via a case study project.

EDSP 755 Practicum in School Psychology 1-3CR

Provides school psychology students with an opportunity to apply and further develop professional competencies acquired through coursework and training. Students are directly supervised in practicum experiences as they apply these skills in the university clinic, schools, mental health facilities, and other appropriate settings, thus preparing them for the independent practice of psychology in various settings.

EDSP 760 Group Counseling for School Psychologists 3CR

This course focuses on group counseling techniques for school psychologists. Group counseling theory, process, and evidence-based interventions will be discussed within the context of the law and ethics of the profession of school psychology.

EDSP 789 Advanced Psychometric Theory 3CR

The purpose of this course is to help students obtain knowledge and understanding of the components of psychometric theory and to develop analysis, synthesis, and evaluation skills which will allow them to deal with existing instruments, refine existing measurement instruments, and develop new instruments.

EDSP 812 Cognitive Assessment 3CR

Provides school psychology students with the knowledge and skills needed to administer, score, and interpret selected individually administered tests of intelligence.

EDSP 813 Academic Assessment 3CR

Provides school psychology students with the knowledge and skills needed to administer, score, and interpret selected individually administered tests of academic skills.

EDSP 814 Advanced Assessment for Low Incidence Disabilities 3CR

Provides the school psychology student with the knowledge and skills needed to administer, score, and interpret selected individually-administered tests of cognitive, academic, adaptive, and developmental functioning in populations with low incidence disabilities (e.g., Developmental Delays, Autism Spectrum Disorders, Speech or Language Impairment, Intellectual Disabilities, Visual Impairment, Physical Impairment, Traumatic Brain Injury). Students will become familiar with multi-cultural issues related to the assessment and diagnosis of low incidence populations.

EDSP 818 Consultation in Applied Settings 3CR

Reviews the basic principles of the consultative process as applied to working in applied settings. Students will be expected to demonstrate skill in consultative interviewing regarding client problems; problem identification; the use of assessment data; and intervention design, implementation, and evaluation in schools and other applied settings. Theory, research, and practice as related to consulting in individual and group settings will be addressed.

EDSP 849 Advanced Practicum in School Psychology and Supervision 3CR

This course involves a series of opportunities for students to practice clinical and supervisory skills in a highly structured university clinic setting. Based on the level of training and experience, students are required to demonstrate distinct skills related to (1) organization and dynamics of the educational process; (2) assessment for intervention; (3) direct and indirect intervention methods; and (4) supervision of the clinical practice of other school psychologists. Students enrolling in EDSP 849 will enroll twice for a total of 6 semester hours, while doctoral students enrolling in EDSP 949 will enroll for 3 semester

hours. Students must earn a grade of B or better in order to advance in the program.

EDSP 852 School Psychology Internship for Certification Students 3CR

EDSP 852 involves a supervised field experience in a public school setting for a minimum of two consecutive semesters, three credits each semester, which are typically taken immediately after the student's last term of coursework. Students must accumulate a minimum of 1200 clock hours during their internship experience. Throughout this experience, students will have the opportunity to apply their understanding and skills in the general practices of school psychology, which has been developed throughout their courses in the program.

EDSP 863 Assessment of Personality and Behavior 3CR

This course provides an introduction to personality and behavioral assessment techniques.

EDEX 650 Education of Exceptional Persons and Youth 3CR

Surveys characteristics, definition/identification, and service delivery models for children and youth with disabilities or who are gifted/talented. Considers state and federal policies governing special education program service delivery, as well as the legal rights of individuals with disabilities.

GSR 615 Elements of Research 3CR

Selection of a research problem, data collection, types of research, research reports, and use of the library and computer in connection with research problems are studied. Elements of statistics are introduced. This course provides background for preparation of the thesis and enables the student to become an intelligent consumer of products of academic research. Required for all students working toward the M.Ed. degree.

Evaluation of Students

As a group, faculty members formally review student performance with regard to both academic and professional behavior standards on the following schedule:

| | |
|---|--|
| First Year Students | In the latter part of fall semester In the middle of spring semester Candidacy review |
| Second Year Students | In the latter part of fall semester In the middle of spring semester prior to internship assignment |
| Third Year Students (Internship) | As part of internship supervision. Formal review if weaknesses are noted by internship supervisor and/or faculty supervisor. |

Other Evaluation Formats

| | |
|---|--|
| Application process for certification program | Spring of first year |
| Certification comprehensive examinations | Spring of second year |
| Internship field supervisor report forms | After each semester of internship |
| Student portfolio | Conclusion of each semester |
| Praxis Examination | After second year of coursework in certification program |

Knowledge and Skills Standards

Courses taken in the School Psychology Program are intended to educate students in the 10 areas of school psychology training and practice listed in the Program Objectives section of this handbook. Faculty grading in courses related to these domains represent the individual faculty member's evaluation of the student in that domain. Students are also expected to maintain an electronic portfolio of examples of their best work in both courses and field placements.

Professional Behavior Standards

In addition to mastery of these areas of formal course content, students are also expected to demonstrate professional, ethical, and interpersonal behavior in keeping with the professional standards of school psychology. The following exemplars illustrate professional dispositions that are considered critical for adequate progress and performance in the program:

Ethics

- Demonstration of knowledge/application of APA/NASP Ethical Guidelines.
- Demonstration of knowledge/application of other statutes regulating professional practice.
- Demonstration of concern for client welfare.
- Demonstration of appropriate client-school psychologist relationships.

Professional Department

- Appropriate manifestation of professional identity, as demonstrated by attire and behavior judged by practica, internship, and other field-based partners to be appropriate for educational settings.
- Appropriate involvement in professional development activities (e.g., professional associations)
- Appropriate interaction with peers, colleagues, staff, trainees, etc.
- Awareness of impact on colleagues (faculty and students).
- Completion of assigned tasks in a timely fashion and in an acceptable format.

Sensitivity to Client Issues.

- Acknowledgment and effective interactions with:
 - children
 - parents
 - teachers
 - school administrators
 - other school staff (e.g., social workers, counselors, therapists, etc.)

- sensitivity to the needs, resources and priorities for individuals from different cultural backgrounds (including differences in SES, sex, age, disability, sexual orientation, race, etc.)

Use of Supervision

- Appropriate preparation.
- Accepts responsibility for learning.
- Openness to feedback/suggestions.
- Application of learning to practice.
- Willingness to self-disclose and/or explore a personal issue which affects professional functioning.
- Appropriately self-reliant.
- Appropriately self-critical.

Other Training Issues

- Effective management of personal stress.
- Lack of professional interference because of own adjustment problems and/or emotional responses, as reflected by ability to maintain appropriate level of concentration, focus, and commitment to graduate study and professional demeanor in academic, social, and field-based settings.
- Formulation of realistic professional goals for self.
- Appropriate self-initiated professional development (e.g., self-initiated study).

If performance is less than satisfactory, feedback will be provided to the student immediately following the evaluation process and a performance enhancement plan will be developed.

Performance Enhancement Plan

Students who are identified by faculty members as demonstrating weakness in the areas of clinical competencies, personal maturity and interpersonal skills, or academic aptitude and coursework (see Table 1 for details) will be asked to meet with their faculty advisor. Unless the presenting problem is severe enough to require immediate withdrawal from the program, a performance enhancement plan will be developed at this meeting. This plan will be based on the weakness identified and will be mutually agreed upon by the advisor, other faculty members (if appropriate), and the student. Success of the plan will be evaluated no less than six weeks after the plan is implemented and feedback given to the student. If the plan has not been successful, the student's performance will again be submitted to the faculty as a group for further decision-making and recommendations.

Table 1. Department of Educational and School Psychology: Student Review Rubric

| Professional Skills | Description | 1 | 2 | 3 | 4 | n/a | Comments |
|---------------------|--|---|---|---|---|-----|----------|
| Ethical Behavior | Demonstration of knowledge/application of APA/NASP ethical guidelines and professional standards for practice; demonstration of knowledge/application of | | | | | | |

| Professional Skills | Description | 1 | 2 | 3 | 4 | n/a | Comments |
|---|--|----------|----------|----------|----------|------------|-----------------|
| | other statutes regulating professional practice; demonstration of concern for client welfare; demonstration of appropriate client-school psychologist relationships. | | | | | | |
| Personal Maturity & Interpersonal Skills | Recognizes personal limitations; reacts in emotionally appropriate manner in difficult situations; recognizes own biases and assumptions about human behavior; is authentic, sincere, and able to admit mistakes; demonstrates a sincere interest in the welfare of others; demonstrates receptiveness to feedback, possesses the ability to be self-reflective; demonstrates professional behavior; is psychological healthy; is sensitive to multicultural issues; establishes, maintains, and respects boundaries. | | | | | | |
| Academic Aptitude and Coursework | Communicates ideas well orally and in writing on reports, summaries, and case studies; shows openness to new learning experiences; is ethically and morally grounded in laws and procedures; is prepared for class and practices outside of class; is appropriately self-disclosing; integrates knowledge, skills and self; prompt in turning in assignments, participates successfully and fully in group projects; demonstrates evidence of achieving class goals, participates in class with minimal absences/lateness. | | | | | | |
| Supervision | Demonstrates a willingness to learn through active participation in individual, small group and other supervisory situations and a willingness to receive feedback; adheres to professional ethics and legal standards; shows professionalism; demonstrates the ability to conceptualize and reflect upon assessment and intervention skills; demonstrates awareness of self and others. | | | | | | |

If the deficiencies are not overcome, the student's participation in the program may be terminated. A recommendation for termination may occur at any time during the student's program by a two-thirds vote of the School Psychology faculty, based on a recommendation from the student's advisor or dissertation committee.

The student may make a request, in writing, for a hearing before the School Psychology Committee prior or subsequent to the recommendation for termination decision.

Students are advised to be fully aware of procedures and requirements of the Graduate School regarding grading, continuation in a program, disciplinary regulations, and academic honesty.

Comprehensive/Candidacy Examinations

Prior to completing the specialist level school internship, as students near the completion of their practicum experiences and coursework (typically late May of their second year), students complete a two-day comprehensive examination designed to assess their mastery of knowledge in areas relevant to the practice of school psychology. These areas include: Data-based Decision Making; Socialization and Student Diversity; Professional School Psychology; Learning and Consultation; Research and Program Evaluation; and Counseling, Prevention, Crisis Intervention, and Mental Health. Each examination is graded as “pass,” “pass with reservation,” or “fail.” Faculty grading these examinations provide feedback to students approximately two weeks after the examination is completed. Students pass the examination when all area examinations receive a passing grade. Any examination in which a “pass with reservation” is earned must be remediated through an individual plan with the faculty member responsible for that area. Students must re-take any individual examination in which they receive a failure rating. Failure in any three areas, or any combination of four “pass with reservations” or “fail,” will be considered a failure of the entire comprehensive examination. Successful completion of the examination is a prerequisite for beginning the specialist internship. All deficiencies of any type must be made up before the student begins internship. Students who do not pass the comprehensive examination after two attempts will be referred to the School Psychology Committee, which will consider various actions including additional coursework, termination from the program, etc. Further guidelines about these examinations may be found on the department website (www.iup.edu/schoolpsychology).

Program Level Examination Appeals

Appeals for Program Level Exams such as, candidacy, comprehensive, or qualifying examinations, are made to the dean of the School of Graduate Studies and Research (SGSR) based on policy and/or procedural violations. The appeal can be based only on policy and/or procedural violations; and not simply on the outcome of the examination. Procedural violations would be cases in which the program /department failed to follow program/department and/or University policies and/or procedures relating to the administration and/or evaluation of the exam.

The appeal must be made in writing to the dean of the School of Graduate Studies and Research. Documentation of the policy(ies)/procedures in question must be provided, along with a detailed description of the alleged violations(s). All evidence supporting the alleged violation should also be provided. The student must submit the written appeal to the dean of the SGSR within 30 days of receipt of the outcome of the examination.

Upon receipt of the written appeal to the dean of the SGSR, the dean will conduct an investigation of the allegation, review the documentation and render a final decision which completes the appeal process. The final decision rendered by the dean of the SGSR may not be appealed.

If it is found that policy/and/or procedure has been violated, the dean of the SGSR will instruct the program/department to allow the student to retake the exam, fully adhering to policy and procedures. In the event of a finding in support of the student allegation, the reexamination may not be counted as one of the attempts permitted under the University or Department's Reexamination Policy.

Reexamination Policy

No student is permitted a "third" examination without a recommendation to that effect from the degree program's sponsoring department per their adopted written procedures and the approval of the School of Graduate Studies and Research dean (or designee). Exceptions to this policy for programs can be made only with the approval of the School of Graduate Studies and Research. In the event a student does not successfully complete the comprehensive re-examination according to program requirements and the failure results in program dismissal, the program must notify the School of Graduate Studies and Research (SGSR) of the dismissal in writing. The SGSR will send an official notification of the dismissal to the student.

Degree Completion

Master's Degree in Educational Psychology

The master's program is designed for those who plan to pursue certification in school psychology after the master's degree or for students who desire the master's as a terminal degree. The program includes a minimum of 36 credits, culminating in the Master's of Education (M.Ed.) degree. All students complete coursework in educational and general psychology; individual differences; the cognitive, affective, and social bases of behavior; behavioral studies; research; and electives. Students must maintain a grade point average of at least 3.25 in the master's program in order to be eligible to apply for the school psychology certification sequence. Continuous enrollment of a minimum of 6 credits per semester and 6 credits per summer session is required for the M.Ed. degree unless waived by the Coordinator of the Certification Program and the School Psychology Committee.

Educational Specialist Degree Program

The specialist program is designed to provide the student with specific clinical skills necessary to function as a school psychologist. The program includes a minimum of 36 credits beyond the M.Ed. degree, culminating in the Ed.S. degree in school psychology. Courses focus on the multiple roles of the school psychologist, including counseling, assessment, intervention, consultation, exceptionalities, law/ethics, and the use of psychological skills in multicultural educational settings. The specialist program includes a number of practica experiences and an internship that encompass a minimum of 1,200 hours, at least half of which must occur in a school setting. Students must maintain a grade point average of at least 3.25 and a grade of B or better in all department courses. Department courses are identified by their assigned prefix code of EDSP in the title. Continuous enrollment in a minimum of 9 credits per semester and 6 credits per summer session is required for the certification program unless

waived by the Coordinator of the Certification Program and the School Psychology Committee. Specialist students are also required to earn passing scores on the Praxis II Specialty Area Test/School Psychology. The Praxis II examination may be taken at any time after the student completes the comprehensive examination. Students must successfully pass the Praxis II Specialty Area Test/School Psychology in order to complete the Ed.S. program.

University Policies and Procedures

University policy is the baseline policy. Programs may have policy that is more stringent than the University baseline policy; however, not less stringent than the University baseline policy. For questions regarding this statement, please contact Dr. Mark McGowan or the School of Graduate Studies and Research.

Academic Calendar

View the IUP Academic Calendar: www.iup.edu/news-events/calendar/academic/

The following University and SGSR policies can be found at www.iup.edu/gradcatalog

Academic Good Standing

www.iup.edu/gradcatalog

Academic Integrity

www.iup.edu/gradcatalog

The Source: A Student Policy Guide: www.iup.edu/studentconduct/thesource/

Bereavement-Related Class Absences

www.iup.edu/gradcatalog

Grade Appeal Policy

www.iup.edu/gradcatalog

Graduate Fresh Start Policy

www.iup.edu/gradcatalog

Graduate Residency Requirement

www.iup.edu/gradcatalog

Leave of Absence Policy

www.iup.edu/gradcatalog

Time Limitations

www.iup.edu/gradcatalog

Time-to-Degree Masters/Doctoral Dismissal Appeal Policy

www.iup.edu/gradcatalog

Time-to-Degree Extension for Master's Thesis and Doctoral Dissertation
www.iup.edu/gradcatalog

Transfer of Credits Policy
www.iup.edu/gradcatalog

Research

For more information, visit the website of the School of Graduate Studies and Research, click on *Research*: www.iup.edu/graduatestudies/

Signature Page

My signature below indicates that I am responsible for reading and understanding the information provided and referenced in this department/program student handbook.

[please initial] I understand my program coordinator may share this document with the School of Graduate Studies and Research.

Print Name

Signature

Date

Submit to Mrs. Diana Fatula by 8/31/20

The Department of Educational and School Psychology will keep this signed document on file.