



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

Handbook Updated 2020

Master's Degree in Educational Psychology
Educational Specialist Degree in School Psychology
Department of Educational and School Psychology
Stouffer Hall, Room 246
1175 Maple Street, Indiana, PA 15705-1087
Phone: 724-357-2316
Fax: 724-357-6946

Program Website: www.iup.edu/schoolpsychology

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/graduatestudies/catalog/>) for a complete understanding of all of the requirements relating to variou

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/social-equity/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 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 processing class fees, 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

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

<i>Dr. Courtney McLaughlin, Doctoral Director</i>	<u>cmc@iup.edu</u>	724-357-2299
<i>Dr. Mark McGowan, Specialist Coordinator</i>	<u>mmcgowan@iup.edu</u>	724-357-2174
<i>Dr. Timothy Runge</i>	<u>trunge@iup.edu</u>	724-357-3788
<i>Dr. Jenna Hennessey</i>	<u>jenna.hennessey@iup.edu</u>	724-422-7361
<i>Dr. Roger Briscoe</i>	<u>briscoe@iup.edu</u>	724-357-3789
<i>Ms. Diana Fatula, Administrative Assistant</i>	<u>diana.fatula@iup.edu</u>	

Admission

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

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, exceptionalities, 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

requirement to take another three

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 EDrga(Rt ersion)Tj-3Tj-20.Disabilities 3C

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

Application process for certification program

Spring of first year

- 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

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.

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/

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