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FOREWORD

Welcome to the School Psychology Program! The faculty is extremely pleased that you have chosen to join us as we work together toward achieving your career goals. While you are learning many new things here, you also will be providing some valuable services to children, teachers, and parents, as well as to adding to the knowledge base through research and dissemination activities. You are about to embark on a path that will lead to many rewards, including the development of friendships that will last a lifetime. We believe that you will find graduate study in School Psychology to be rewarding and challenging as you prepare to become scientist-practitioners who will assume roles in leadership, scholarship, and practice in schools and other settings where children and youth are developing and learning. The successful student is one who makes a commitment to excellence and to the children, youth, families, and others whom they ultimately will serve. I challenge you to become the best that you can be and set a personal goal to become knowledgeable in some area of interest. This handbook describes several aspects of the program and its requirements, as well as answering many questions about how to navigate successfully to graduation. You should maintain frequent contact with your advisor who will help plan your individual program of studies to assure that you will meet your goals. If you have specific questions about the program, please stop by and I will do my best to answer them. The faculty looks forward to working with you to achieve your objectives. Again, welcome!

Thomas J. Huberty, Ph.D., ABPP
Professor
Director, School Psychology Program

If he is indeed wise, he does not bid you enter the house of his wisdom, but rather leads you to the threshold of your own mind. - Kahlil Gibran
I. Introduction

Program Philosophy

The School Psychology Program at Indiana University is grounded in the scientist-practitioner model in which the graduate is prepared to solve problems associated with the personal, social, and educational development of children and youth from diverse cultural, economic, ethnic, and racial backgrounds. Emphasis is placed on the integration of research and practice, with the goal to instill in the student the belief that the professional psychologist should use current knowledge to address the myriad of factors that may affect children's development. Scientist-practitioners also contribute to the knowledge base of psychology. School psychologists address the needs of individual students and advocate for change using population-based approaches to serve children and families.

Program Goals, Objectives, and Competencies

The program curriculum includes training goals, objectives, and competencies that, when mastered, will prepare you for internship and professional practice after graduation. You will acquire these competencies through a combination of coursework, practicum experiences, supervision of others, and completion of the internship and dissertation.

Goal 1: Develop Knowledge and Competence in Cultural Diversity

Goal 2: Develop Knowledge about Organizations and Professional Roles

Goal 3: Develop Observation and Assessment Skills

Goal 4: Develop Intervention and Consultation Skills

Goal 5: Develop Research, Evaluation, and Dissemination Skills

National Association of School Psychologists Training Domains

The EdS curriculum is designed to provide training and preparation for the practice of School Psychology consistent with NASP domains that are are linked to the Program Goals, Objectives, and Competencies listed below. The domains are:

2.1 Data-Based Decision Making and Accountability
Program Goals, Objectives, and Competencies and NASP Domains

Below are the goals of the program, objectives, intended competencies, and their primary respective links to the NASP domains, with the recognition that many of the goals, objectives, and competencies are linked to more than one NASP Domain.

**Goal 1: Develop Knowledge and Competence in Cultural Diversity**

The Indiana University School Psychology program’s faculty and students have a strong commitment to social justice as an integral part of our training. Longstanding patterns of oppression and discrimination have left our nation with inequities that continue to plague our schools and society. We believe that school psychologists have a responsibility to develop an identity that incorporates a commitment to social justice. This dedication to equity cannot be an add-on or a single course in diversity. Rather, the commitment to cultural responsiveness and advocacy must be an integral part of the training and role of the school psychologist, as central as our commitment to evidence-based practice and effective collaboration. Thus, we train our students in the concept of a continuum of care to provide the most effective evidence-based services for all individuals, but also to act as an advocate and systems change agent, actively monitoring the quality of the educational experience and outcomes for students from groups who have been under-represented or marginalized.

Objective #1: Demonstrates awareness and knowledge of diversity and equity issues

<table>
<thead>
<tr>
<th>Competency</th>
<th>Related NASP Domains</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1: Aware of and sensitive to cultural traditions and customs of families</td>
<td>2.8</td>
</tr>
<tr>
<td>and communities</td>
<td></td>
</tr>
<tr>
<td>#2: Demonstrates knowledge of factors that have created or maintain</td>
<td>2.8</td>
</tr>
<tr>
<td>inequity</td>
<td></td>
</tr>
<tr>
<td>#3: Advocates equal opportunity for marginalized or historically</td>
<td>2.5, 2.7, 2.8</td>
</tr>
<tr>
<td>underrepresented</td>
<td></td>
</tr>
</tbody>
</table>

Objective #2: Demonstrates ability to provide culturally relevant psychological services
Goal 2: Develop Knowledge about Organizations and Professional Roles

Schools, families and communities are complex institutions. Understanding the intricacies and dynamics of these institutions is essential to successfully improving children’s academic and social-emotional health. To negotiate these systems knowledge of ethical and legal standards is essential. Ethics, statutes, regulations, and institutional cultures are not distinct, but are inextricably interwoven and should guide the behavior and conduct of all professional psychologists. To become a competent school psychologist, students must develop a thorough understanding of ethical principles, legal requirements, professional behavior, and best practices and how they are intertwined. These principles are addressed continually through direct orientation, applied practice, and reflection in all core classes, practicum, and internship.

Objective #1: Demonstrates knowledge about organizations where psychological services are provided

<table>
<thead>
<tr>
<th>Competency</th>
<th>Related NASP Domains</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1: Understands role of the psychologist in diverse settings</td>
<td>2.5, 2.10</td>
</tr>
<tr>
<td>#2: Understands organization and functioning of public schools</td>
<td>2.5, 2.10</td>
</tr>
<tr>
<td>#3: Understands roles of various school personnel, e.g., social workers, counselors, administrators, special and general education teachers</td>
<td>2.5, 2.10</td>
</tr>
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Objective #2: Understands supervisory relationships and appropriate roles

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<thead>
<tr>
<th>Competency</th>
<th>Related NASP Domains</th>
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<tbody>
<tr>
<td>#1: Recognizes need for and seeks supervisory assistance</td>
<td>2.10</td>
</tr>
<tr>
<td>#2: Accepts and uses supervisory feedback</td>
<td>2.10</td>
</tr>
<tr>
<td>#3: Demonstrates effective supervision of less experienced peers</td>
<td>2.10</td>
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</table>
Objective #3: Develops knowledge about appropriate ethical, professional, and legal conduct

<table>
<thead>
<tr>
<th>Competency</th>
<th>Related NASP Domains</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1: Demonstrates awareness of ethical and legal principles</td>
<td>2.10</td>
</tr>
</tbody>
</table>

**Goal 3: Develop Observation and Assessment Skills**

Observation and assessment form the basis upon which interventions are built. It is critical that the psychologist be able to understand and respond to a referral question. We believe that quality assessment is comprehensive and involves the use of multiple tools. Selection of appropriate tools requires knowledge of their evidence base for use.

Objective #1: Demonstrates knowledge of assessment methods

<table>
<thead>
<tr>
<th>Competency</th>
<th>Related NASP Domains</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1: Has comprehensive knowledge of assessment methods appropriate to the referral questions</td>
<td>2.1, 2.9</td>
</tr>
<tr>
<td>#2: Uses a variety of observational methods, e.g., narrative recording, time-sampling and computer-assisted methods</td>
<td>2.1, 2.3, 2.9</td>
</tr>
</tbody>
</table>

Objective #2: Demonstrates skill in conducting assessments and use of results

<table>
<thead>
<tr>
<th>Competency</th>
<th>Related NASP Domains</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1: Selects and correctly administers cognitive, academic, behavioral, social, emotional, and adaptive assessment procedures</td>
<td>2.1</td>
</tr>
<tr>
<td>#2: Conducts comprehensive assessments</td>
<td>2.1, 2.3, 2.4</td>
</tr>
<tr>
<td>#3: Communicates assessment results, in writing and orally, that address the referral questions</td>
<td>2.1, 2.2, 2.3</td>
</tr>
<tr>
<td>#4: Uses assessment results for the development of academic, behavioral, and social interventions</td>
<td>2.1, 2.2, 2.3, 2.4</td>
</tr>
</tbody>
</table>

**Goal 4: Develop Intervention and Consultation Skills**

The school psychology program has a long-standing commitment to the scientist-practitioner model of preparation. Toward that end, we provide experiences that prepare school psychologists who rely on evidence-based practices when designing and implementing interventions. It is essential that psychologists develop professional and collaborative relationships with teachers, parents, administrators, and community members. These relationships form the basis for trust and increase the fidelity with which interventions are implemented.
Objective #1: Demonstrates ability to gather information upon which to base interventions

<table>
<thead>
<tr>
<th>Competency</th>
<th>Related NASP Domains</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1: Values contributions and insights of parents, teachers, and colleagues</td>
<td>2.2, 2.7</td>
</tr>
<tr>
<td>#2: Uses interview for problem identification, problem analysis and problem-solving</td>
<td>2.1, 2.2, 2.3, 2.4</td>
</tr>
</tbody>
</table>

Objective #2: Demonstrates ability to develop and implement interventions

<table>
<thead>
<tr>
<th>Competency</th>
<th>Related NASP Domains</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1: Presents results of academic and behavioral observations, both orally and in written form</td>
<td>2.1, 2.3, 2.4</td>
</tr>
<tr>
<td>#2: Coordinates and monitors implementation of collaboratively-developed intervention plans</td>
<td>2.1, 2.2, 2.3, 2.4, 2.9</td>
</tr>
<tr>
<td>#3: Has knowledge of a range of evidence-based individual and group interventions</td>
<td>2.3, 2.4, 2.6, 2.9</td>
</tr>
<tr>
<td>#4: Implements effective behavioral, social, and/or academic intervention strategies</td>
<td>2.3, 2.4, 2.6, 2.7, 2.9</td>
</tr>
<tr>
<td>#5: Demonstrates knowledge of and applies evidence-based practices</td>
<td>2.1, 2.3, 2.4, 2.9</td>
</tr>
</tbody>
</table>

Objective #3: Demonstrates ability to evaluate effectiveness of interventions

<table>
<thead>
<tr>
<th>Competency</th>
<th>Related NASP Domains</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1: Recognizes factors of treatment acceptability and treatment integrity</td>
<td>2.1, 2.3, 2.4, 2.7, 2.9</td>
</tr>
<tr>
<td>#2: Systematically collects data to monitor the effectiveness of interventions</td>
<td>2.1, 2.3, 2.4, 2.9</td>
</tr>
<tr>
<td>#3: Modifies intervention plans in response to systematically collected data</td>
<td>2.1, 2.3, 2.4, 2.9</td>
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</table>

Objective #4: Develops consultation and collaboration skills

<table>
<thead>
<tr>
<th>Competency</th>
<th>Related NASP Domains</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1: Demonstrates effective interpersonal communication skills in professional interactions</td>
<td>2.6, 2.7</td>
</tr>
<tr>
<td>#2: Understands behavioral, conjoint, process, and instructional models of consultation</td>
<td>2.2, 2.7</td>
</tr>
<tr>
<td>#3: Develops effective collaborative relationships with</td>
<td>2.2, 2.5, 2.7</td>
</tr>
</tbody>
</table>
teachers and parents

#4: Contributes to collaborative meetings (e.g., staffings, wraparound team meetings) and/or case conferences addressing student and family concerns

<table>
<thead>
<tr>
<th>Competency</th>
<th>Related NASP Domains</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1: Understands merits of diverse research methods</td>
<td>2.1, 2.9</td>
</tr>
<tr>
<td>#2: Accesses electronic databases to inform practice</td>
<td>2.9</td>
</tr>
</tbody>
</table>

**Goal #5: Develop Research, Evaluation, and Dissemination Skills**

A scientist-practitioner also contributes to the knowledge base. Although the EdS Program does not require a thesis, students are expected to develop research, evaluation, and dissemination skills that can be applied to practice.

Objective #1: Demonstrates ability to conduct research and evaluation

<table>
<thead>
<tr>
<th>Competency</th>
<th>Related NASP Domains</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1: Conducts an in-service presentation using interesting information about child, family, or school issues</td>
<td>2.2, 2.5</td>
</tr>
<tr>
<td>#2: Disseminates research knowledge to parents, teachers, colleagues, and others</td>
<td>2.2, 2.7, 2.9</td>
</tr>
</tbody>
</table>

Objective #2: Demonstrates ability to disseminate information to others

II. Program Description

Students are given preparation in foundations of psychology and education, practices and methodologies of school psychology, the multicultural context of the school, and research inquiry techniques through course work and practical experience. Practicum and experiential aspects of the profession begin from the first semester of enrollment, and you will have a variety of opportunities to expand and apply acquired skills. Practica are offered concurrently with theoretical and applied course work.

The first semester includes the seminar *Ethical, Legal, and Professional Issues in School Psychology* (P680) in which students learn about history, legal and ethical issues, licensure and certification requirements, organizations that represent the field, roles and functions of school psychologists, current trends, and research and related journals in the field. In the first semester, students typically take *P655: Cognitive Assessment and Intervention*, in which the focus is upon individual cognitive assessment and interventions for children and *P656: Practicum in School Psychology*. The second semester continues this sequence in *P657: Academic Assessment and Intervention*, in which advanced skills are acquired in assessment and intervention for children with special needs. Both semesters contain a practicum component in which
you spend the equivalent of one to two days per week in one of several sites. These sites allow you the opportunity to apply newly acquired skills in settings where children with special needs and those in general education receive services. Second semester practica are in public schools. During the second semester of the first year, you will take P682: Developmental Psychopathology of Childhood and Adolescence, where you are exposed to issues in atypical behavior from a developmental perspective and learn about conducting applied clinical research. You will address in depth issues in cultural diversity in the course P681: Psychological Issues in Cultural Diversity.

A similar sequence is presented in the second year with the advanced courses in social-affective assessment and intervention. In the third regular semester, you will take P691: Personality Assessment and Intervention, and P695: Practicum in Personality and Behavioral Assessment. These courses are followed the next semester with P692: Seminar in Therapeutic Interventions with Children, and P696: Practicum in Therapeutic Interventions with Children. All practica are supervised by faculty members and experienced on-site psychologists. In addition to the courses in school psychology described above, students also take courses in learning and cognition, human development, social psychology, and others in subsequent semesters and summer sessions.

Historically, program faculty have been involved in professional organizations, e.g., Division 16 (School Psychology) of the American Psychological Association (APA), the National Association of School Psychologists (NASP), the Indiana Association of School Psychologists, the Council for Exceptional Children, and the American Educational Research Association (AERA). From the beginning of their program, students are encouraged to attend state, regional, and national meetings. The IU School Psychology Program has a long tradition of students giving presentations at local, state, regional, and national conferences. You will benefit more from the program if you take the initiative to become involved in projects of interest and in professional organizations.

IIA. Program Outline for the EdS in School Psychology

The EdS degree is similar to the Ph.D. program in its content and differs primarily in the amount of research courses taken, practicum, the minor area, and the dissertation beyond the second year. EdS and Ph.D. students most often work collaboratively and are in the majority of the same classes while on campus. The core courses are identical for both degrees and students in both programs work together during their first two years on campus. Students seeking the EdS degree most often are interested in working in the public schools. The program of study has been established through careful consideration of the current trends in the field, needed foundations and skills, and requirements of the School of Education, the National Association of School Psychologists, and various licensing entities. The individual program is a collaborative product between you and your Advisory Committee, based upon your areas of interest and program requirements, and requires a total of at least 65 credit
hours. The following overview describes the nature of the course work and associated experiences of the EdS program.

II.B School Psychology Core: 36-40 hours

- P655 Cognitive Assessment and Intervention 4
- P656 Practicum in School Psychology 4
- P657 Academic Assessment and Intervention 4
- P670 Behavioral Analysis and Consultation for School Psychologists 3
- P680 Ethical, Legal, and Professional Issues in School Psychology 3
- P681 Psychology of Cultural Diversity 3
- P682 Developmental Psychopathology of Childhood and Adolescence 3
- P691 Personality Assessment and Intervention 3
- P692 Seminar in Therapeutic Interventions with Children 3
- P695 Practicum in Personality and Behavioral Assessment 2
- P696 Practicum in Therapeutic Interventions with Children 2
- P596 Internship in School Psychology I 2-6

Foundation courses: 12 hours

- P514 Lifespan Development: Birth to Death 3
- P622 Social Development 3
- OR P566 Social Psychology in Education 3
- OR G656 Social Bases of Behavior 3
- P540 Learning and Cognition in Education 3
- OR P544 Applied Cognition and Learning Strategies 3
- Gxxx A counseling course 3

Inquiry Courses: 6 hours

- Y502 Intermediate Statistics Applied to Education 3
- Y520 Methods of Educational Inquiry 3

Minor: 9 hours

Electives

Note: Some course numbers have been changed. P655 formerly was P591, P656 formerly was P595, P657 formerly was P592, and P670 formerly was P570.
II.C Appointment of EdS Advisory Committee

The advisory committee has the responsibility for the program guidance and evaluation of the student’s progress. After admission to the program, an EdS Program of Studies form is drafted by you, and example forms are available online. Before completing the form, an appointment should be made with the faculty member you wish to chair your committee. A permanent advisor should be determined by April 15 of the first year of study. The minimal complement of the committee is as follows:

- Two members must be School Psychology faculty
- The chairperson must be a School Psychology faculty member
- One member must represent the minor area

The Program of Studies form is completed in consultation with your advisor and a meeting is convened with your committee. The program is reviewed to assure that it meets your goals and program requirements and is signed by the committee members and forwarded to the department chairperson for approval. Then, the approved program is forwarded to the Office of Graduate Studies for processing. The Office of Graduate Studies will notify you and the committee chairperson of final approval of the Program of Studies. It is your responsibility to arrange through the committee chairperson the meeting of the advisory committee. If necessary, the Program of Studies can be changed later through a memo sent to the Office of Graduate Studies.

IID. Portfolio Preparation and Oral Examination

From the beginning of graduate study through nomination to candidacy, you will continue to develop a Professional Development Portfolio online, which will include personal goal statements, Program of Studies, papers written and published, summaries of conference proceedings in which you participated, evaluations, and other materials that reflect your professional development. You should work closely with your academic advisor to develop and maintain this portfolio. The final portfolio will be evaluated and considered during the oral examination process prior to beginning the internship. Your advisor will have more information about preparing the portfolio. In the second semester of the second year, a meeting will be convened with the advisory committee and the portfolio will be presented for review and approval. This meeting also serves as an oral examination over topics including theoretical orientation(s), science and practice integration, professional development, experiences in the program and practica, and ethical and legal issues. Included will be up to two scenarios where you will discuss ethical, legal, and professional issues and appropriate actions that might be taken. The oral examination will be evaluated by the advisory committee on a form prepared for that purpose. The portfolio is submitted online as ePortfolio and more information will be provided. The ePortfolio is to be updated annually by April 15.
II.E. Policy on Completion of the Program of Studies

The Program of Studies is to be completed and submitted no later than October 1 of the second year of full-time study. Certification of readiness for internship will not be granted until the Program of Studies is approved. Failure to meet this timeline will result in blocking registration until it is approved.

II.F National School Psychology Examination (Praxis II)

The Ed.S. program is approved by NASP, which provides the graduate with opportunity to become a Nationally Certified School Psychologist (NCSP). You are required to take and pass the National School Psychology Examination (Praxis II) as a condition for graduation. The current passing score is 165, which is set by NASP. Most often, this examination is taken in June of the second year prior to beginning the internship.

II.G Policy on Certifying Readiness for Internship

All courses in the major are to be completed and a grade other than "I" assigned before beginning the internship. You are to verify completion of these courses with your advisor. Permission to seek an internship must be obtained from your advisor or advisory committee. You should begin seeking an internship in the Fall or early Spring of the second year.

II.H. Transferring from the EdS Program to the Ph.D. Program

After entering the School Psychology Program, some EdS students consider requesting permission to transfer to the Ph.D. program, usually within a year. Although the credentials and experiences of entering EdS and Ph.D. students often are very similar, entry into the Ph.D. program should be carefully considered. Students may have the impression that getting the Ph.D. is merely a matter of taking a few extra courses and completing the dissertation. The process of completing the increased number of research courses, additional research, teaching, and dissertation is a significant undertaking and should be considered carefully. Doctoral students are expected to perform at an advanced level in the professional arena, usually in leadership and research in applied or research/academic settings. Therefore, EdS students who are considering transfer to the Ph.D. program must be prepared to state how their career objectives would be significantly different as leaders or researchers as recipients of the Ph.D. Committing to earning a Ph.D. also requires that the student have a commitment to research, recognizing and demonstrating that research and science are the cornerstones of competent and professional practice. Further, the Ph.D. carries higher expectations of dissemination, professional involvement and development, and research while in graduate school. Students considering the Ph.D. must have a clear idea of the area of research they wish to pursue while seeking the degree and have a tentative agenda for conducting their research. Program faculty also assume a higher level of responsibility for Ph.D. students with regard to
development of programs of study and supervising independent research and dissertations. Therefore, faculty must also consider the number of students enrolled in the Ph.D. program.

Procedures for Requesting Transfer from the EdS to PhD Program

It is suggested that you talk with your program advisor or Director of the School Psychology Program before making a definite decision to request transfer to the Ph.D. program. If, after consulting with program faculty, you decide to apply for transfer, the following procedures are to be followed:

1. Send a dated, signed letter of request to transfer to the program to the Director of the School Psychology Program expressing interest in transferring, giving a clear explanation and rationale for your decision.
2. Include a new Professional Goals Statement that minimally includes the following:
   a. a statement about factors affecting your decision to apply to the Ph.D. program
   b. a statement of how obtaining the Ph.D. will change your career objectives and interests with regard to leadership
   c. a statement of how obtaining the Ph.D. will change your career objectives and interests with regard to research
   d. a statement of your current research interests and the research agenda you tentatively plan to pursue while in the Ph.D. program
   e. a statement about how your career objectives in leadership or research cannot be achieved while in the EdS program
   f. a statement about practicum and internship experiences you intend to seek
   g. the nature and type of activities you intend to pursue to enhance your professional development
3. Include a current resume.

Following receipt of the materials, the faculty will meet to discuss the request for transfer and will consider the letter, new Professional Goals Statement, and performance to that point in the program. You will meet with the Program Director and at least one other faculty member who will discuss your plans and how they fit with the goals of the PhD program. A decision will be made by the faculty whether transfer will be permitted, but will only be done after March 15 of a given year. If transfer is permitted, then the student will be considered to be part of the entering Ph.D. cohort for the fall of that year. Please note that permission to transfer to the Ph.D. program is not automatic. The faculty will determine the extent to which you address the points above and whether you are deemed to be an appropriate candidate for the Ph.D. program.

II.I EdS Internship

Upon completion of course work, you are ready to complete an internship. The internship is supervised by a site supervisor and a university-based supervisor. The
Internship is a minimum of 1200 hours or the equivalent of a full time (nine-month) academic year. You are expected to complete the internship under conditions established by the internship site. After the internship is completed satisfactorily, you are ready for graduation. You should apply for graduation in October of the internship year. Be certain to know and meet all due dates and deadlines for submission of documents for graduation. Because the internship timeline is beyond the regular academic year, official graduation is most often in June or August, although you should be able to obtain a license to work in the schools the following year. You will receive “R” or “I” grades each semester until the internship ends officially. Generally, “R” and “I” grades are converted to letter grades in June of each year.

II.J Timelines for EdS Program in School Psychology

- August - Complete admissions process
- August - Meet with temporary advisor assigned by department (prior to starting the first semester of study). Select course work for first year of study.

Advisory Committee:
- Select permanent advisor by April 15 of first year of study
- Choose advisory committee
- Consists of at least three (3) members, two (2) of whom are School Psychology faculty members, and one (1) from the minor field.
- Chairperson must be a School Psychology faculty member
- Submit final Program of Studies by October 1 of the second year of full-time study

Financial Aid:
- Apply by February 15 for following year

Complete Required Course work:
- At least four (4) semesters in duration (one semester of full-time residence with 9 hours or more)
- At least thirty-five (35) hours taken at the Bloomington campus
- Up to thirty (30) hours of graduate credit may be transferred from another university
- Must be completed within seven (7) years after matriculation

National School Psychology Examination (Praxis II)
- Take just before beginning the internship, usually in June

Internship:
• Complete full-time, nine month/academic year internship (1200 hours)

Application for Degree:

• Apply by **October 15** of the internship year. It should be noted that an Incomplete will be given for the internship during the first and second semesters, because the internship extends past the end of a semester. You should maintain contact with the faculty internship supervisor to be sure that your grade is submitted when you finish the internship. Also, be sure to maintain contact with your program advisor so that the “Recommendation for Graduation-EdS Degree” form is completed and submitted.

• Graduation - June of the third year

II.K Individual Program Planner

An example of an *Individual Program Planner* is presented in the Appendices to help you plan your program of studies. Extra copies are available from the Director or your advisor.

II.L Sample Program of Studies for the EdS in School Psychology

(Individual programs will vary, depending on interests, courses selected, and when courses are offered)

**YEAR 1, FALL SEMESTER**

- P655  Cognitive Assessment and Intervention  4
- P656  Practicum in School Psychology  2
- P680  Ethical, Legal, and Professional Issues in School Psychology  3
- P670  Behavioral Analysis and Consultation for School Psychologists  3

**YEAR 1, SPRING SEMESTER**

- P657  Academic Assessment and Intervention  4
- P656  Practicum in School Psychology  2
- P682  Developmental Psychopathology of Childhood and Adolescence  3
- Elective or other required course  3

**YEAR 1, SUMMER SESSION**

- Y520  Strategies for Educational Inquiry  3
- Gxxx  Counseling course  3
- P514  Lifespan Development: Birth to Death  3
YEAR 2, FALL SEMESTER

P691 Personality Assessment and Intervention 3
P695 Practicum in Personality and Behavioral Assessment 2
Y502 Intermediate Statistics Applied to Education 3
Elective or other required course 3

YEAR 2, SPRING SEMESTER

P692 Seminar in Therapeutic Interventions with Children 3
P696 Practicum in Therapeutic Interventions with Children 2
P622 Social Development 3
P681 Psychology of Cultural Diversity 3

YEAR 2, SUMMER SESSION

P540 Learning and Cognition in Education 3
Elective or other required course 3

YEAR 3, FALL SEMESTER

P596 Internship in School Psychology I 1-3

YEAR 3, SPRING SEMESTER

P596 Internship in School Psychology I 1-3

Practicum Experiences

Practicum experiences begin the first semester of the first year of graduate study and continue for two years. The goals of practica are to provide opportunities for the development of consultation, assessment, and intervention skills, and to orient students to schools, the role of the school psychologist, and community agencies and resources. Practicum experiences expose students to a broad range of professional personnel in the schools, and also require their participation on multidisciplinary teams. You are encouraged to set individual goals for practica and to have experiences across a range of ages, abilities, and cultural backgrounds.

NOTE: You must be enrolled in a practicum section to complete a practicum in any semester, including summers, and you must be appropriately supervised. There are no exceptions to this requirement. In some cases, Incomplete grades may be given for a practicum that is not finished during a semester or summer session.
III. Annual Evaluation Procedures

Evaluation of student progress is an ongoing process in the School Psychology Program, which occurs in a variety of ways. In addition to evaluation of performance in courses and practica, students are evaluated formally at least once per year. Each student will be given an evaluation form (copies in Appendix C) to be distributed to a Course Instructor and Assistantship Supervisor. You will also develop and maintain an electronic portfolio that will be evaluated annually by the faculty. You will be evaluated with a separate procedure during practicum and internship.

When evaluating student performance in the program, a variety of criteria are considered, including, but not limited to:

**Ethics:**
- Knowledge, adherence, and application of APA and NASP Ethical Principles
- Knowledge, adherence, and application of statutes and regulations regarding professional practice
- Demonstration of concern for client welfare
- Demonstration of appropriate client-psychologist relationships

**Professional Behavior:**
- Appropriate demonstration of professional role (attire, behavior, demeanor, etc.)
- Appropriate involvement in professional development activities (e.g., professional associations)
- Appropriate interactions with peers, colleagues, staff, etc.
- Awareness of impact of behavior on others

**Sensitivity to client issues:**
- Acknowledgment and effectiveness in working with:
  - Children
  - Teachers
  - School administrators
  - Other school staff (e.g., social workers, counselors, speech therapists)

**Use of Supervision:**
- Adequate preparation
- Accepts responsibility for own learning and development
- Receptiveness to feedback and suggestions
- Applications of learning to practice
- Willingness to consider or discuss personal issues that may affect professional functioning
- Shows appropriate reliance on own skills
- Shows appropriate self-analysis and self-evaluation

**Other factors:**
- Effective management of personal stress
- Ability to maintain professional behavior and responsibilities, despite personal circumstances
- Development and maintenance of realistic professional goals
- Show appropriate levels of self-initiated professional development (e.g., self-study)

Often, the problems noted above may be remediable. However, problems can be of such magnitude that they interfere with professional functioning, which may be reflected in:

- an inability or unwillingness to acquire and integrate professional standards into one’s behavior
- an inability to acquire a level of professional skills deemed necessary to be an effective and competent psychologist
- difficulties in controlling personal stress or circumstances that interfere significantly with professional functioning.
- failing to make satisfactory progress toward degree completion

Further evidence of significant difficulties in professional functioning may be shown by:

- failure to acknowledge, understand, or attempt to address a problem
- the problem not being merely a remediable skill deficit
- having a negative impact on the quality of services
- the problem not being restricted to one area of professional functioning
- the problem requiring an excessive amount of professional monitoring or supervision
- little or no significant change in behavior, despite receiving feedback, making remediation efforts, and/or over an appropriate period of time
- the problem possibly having ethical or legal implications if not adequately addressed.

At times during a student’s program, concerns may arise about performance in courses or practica that require more immediate action than the annual review. In those situations, the faculty member or advisor informally meets with the student and addresses the problem. This action occurs most often and usually resolves the matter. If the problem appears persistent or is of more concern, it may be discussed by the entire School Psychology faculty. The faculty may determine that the best course of action is for the advisor or another faculty member to work with the student. At other times, the student may receive a letter from the Director, stating the concerns and making recommendations for improvement or other actions that may be taken. Depending upon the nature of the problem, formal documentation may be made. The School Psychology EdS Handbook – Page 19
range of actions taken by the faculty can range from mild to more significant:

1. Informal discussion with the student to resolve the situation.
2. Suggestions for specific remediation steps to be taken, which may include that the student consider counseling or other interventions.
3. Requirements that specific remediation steps are to be taken, which may include counseling or other interventions.
4. Student may be put on probation for a specified period of time, with reasons for the action to be put in writing, along with conditions for removal from probation.
5. Student may be counseled to withdraw from the program with reasons put in writing.
6. Student may be terminated from the program for inability to comply with program requirements, unprofessional or unethical behavior, or perceived incompatibility with becoming a professional school psychologist. Reasons for dismissal will be explicitly documented and explained to the student verbally and in writing.

Most often, steps one and two are sufficient to address most situations, and it is rare that subsequent steps are necessary. In all cases, the student will be given the opportunity to discuss concerns with the faculty and to provide information about contributing or mitigating factors. The student retains the right to appeal faculty decisions in these to the appropriate persons or offices including filing a grievance with the Executive Associate Dean of the School of Education.

IV. Ethical Principles and Guidelines

During the course of your studies, you will be exposed frequently to the Ethical Principles of Psychologists and Code of Conduct of the American Psychological Association (2002, with 2010 amendments) and the Principles for Professional Ethics of the National Association of School Psychologists (2010). By joining the School Psychology Program, you are agreeing to become knowledgeable of these principles and to abide by them during your graduate studies. There may be occasions when you will confront ethical dilemmas that are difficult to resolve, because the situation is unclear as to the proper course of action. Most often, these kinds of dilemmas are of three types: professionalism, ethical principles, and legal standards. A situation can be unprofessional without necessarily violating an ethical principle (e.g., a professional making a derogatory comment about another professional, parent, or student). An ethical violation occurs when an action contradicts the standards of care applicable to the profession (e.g., violations of confidentiality), and also is unprofessional. Legal standards are much clearer in most cases, because the actions of the professional psychologist are under the auspices of the applicable statutory requirements. For example, breach of confidentiality almost always is a violation of the law, but also is an ethical violation and is unprofessional. In cases where you feel that an ethical principle is in conflict with the law, the legal standard takes precedence, unless otherwise specified in the applicable statutes.
Most often, appropriate ethical behavior is consistent with "common sense" and courtesy, but there may be occasions when matters of ethical behavior by others arise. If you encounter a situation where questions of ethics arise, always talk with your faculty supervisor or advisor for guidance. Most situations can be resolved with some consultation and education, but at times, formal complaints may be necessary. The general standard is to try to resolve a situation informally before making a formal report or allegation. Allegations of ethical misconduct are serious matters and are not to be made capriciously or without substantiation. Even a "casual" reference to unethical behavior by another person can have untoward consequences, so be cautious about making such statements. Again, if you feel there is an ethical problem present, talk with your advisor or other faculty member before taking direct action yourself. Copies of the APA Ethical Principles for Psychologists and Code of Conduct and the NASP Principles for Professional Ethics are included in this Handbook. You also should become familiar with some of the more relevant laws, particularly those involving confidentiality, reporting of child abuse, and access to mental health, medical, and educational records. You will receive copies and/or more information about some of these laws as you go through the program.

Some applicable laws having relevance to your work include:

- Individuals with Disabilities Education Act of 2004 (IDEA; P.L. 108-446) (20 U.S.C. §§1400 et seq.) (34 CFR § 300 et. seq.)
- Indiana Title 511 Article 7, Rules 32-46 (511 IAC 7-32 et seq.)
- Americans with Disabilities Act (ADA; 1990) (42 U.S.C. §§ 12101 et seq.)
- Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232(g)) (also known as the Buckley Amendment)
- Health Insurance Portability and Accountability Act of 1996 (HIPAA) (Public Law 104-91)
- No Child Left Behind Act of 2001 (Public Law 107-110)

Ethical principles and behavior are important issues and we expect students to conduct themselves ethically and professionally. Our students have characteristically adhered extremely well to ethical principles and this has not been a problem in the Program.

V. Practicum Experiences in the School Psychology Program

The faculty considers the required and elective practica to be some of the strongest components of the program. Students are required to complete several hundred hours of practicum and often elect to do more than the minimal requirements. Practica give
the student the opportunity to develop knowledge, insights, and skills under supervision that will better prepare them for internships and professional employment. Practicum experiences begin with a “participant observer” perspective and end with students providing professional services at a more independent level while being supervised.

**The Nature of Practicum Experiences**

Although the practica that you will take are designated as courses, they are much more than didactic experiences. You will be interacting with children and youth, parents, school personnel, physicians, and many others during practicum. Therefore, the practica involve interacting in environments where appropriate professional behavior is expected. In many respects, the practicum experiences closely approximate the “real world” of the professional psychologist. How you conduct yourself in practicum settings reflects directly on the program, the School of Education, Indiana University, the profession, and most importantly - **on you**.

Although professional psychologists have a wide range of skills, perhaps the most important asset one can have is her or his reputation. A professional with a negative reputation is not likely to be effective or be seen as someone in whom others can place their faith. Therefore, it is important that you always conduct yourself in a professional and ethical manner and develop a reputation for professionalism, integrity, and competence. It is useful to remember a few points about professional behavior in practica:

- Be prompt and timely about arrivals, assignments, activities, etc.
- Always dress appropriately for the situation, according to the requirements of the site and/or your practicum supervisor(s), including campus meetings
- Let your supervisor(s) or others know when you cannot be on site, complete an assignment, or when other situations arise
- Strive to do the best work you can and go beyond what is expected
- Always adhere to APA and NASP Ethical Principles and legal requirements
- Stay in close contact with your faculty supervisors and let them know if problems arise
- Keep thorough records of your practicum experiences
- Always treat children, parents, teachers, and others with respect, courtesy, and professional conduct

**Use of Titles during Practicum and Internship**

While you are in training, including during internship, you may not refer to yourself in any manner or circumstance using the term “psychologist”. Indiana defines “psychologist” as someone who has a doctoral degree in psychology and is licensed by the State Board of Psychology as a psychologist or as a “School Psychologist” licensed by the Indiana Department of Education. Other states are likely to be similar. Thus, titles on reports, presentations, etc., such as “School Psychologist in
Training” or “Intern School Psychologist” are not appropriate. Because this restriction is a legal requirement, it is also an ethical requirement. Some acceptable titles are:

- School Psychology Graduate Student
- School Psychology Graduate Clinician
- School Psychology Student
- School Psychology Practicum Student
- School Psychology Intern
- Resident in School Psychology

**Final Comments about Practica**

While in the program, you will have practicum experiences that will prepare you for internship and professional employment. Prospective internship sites often will ask for references from faculty and site supervisors about your clinical skills and personal and professional behavior. Your performance in practicum may have an impact on the recommendations given by faculty and supervisors, so use these opportunities to gain some valuable experiences that will be of benefit as you continue your professional development. We hope that you will enjoy the experiences as opportunities for personal and professional growth.

**VI. Practicum Hour Policies**

The practica in the School Psychology Program are intended to give students valuable field-based experiences that are developmental and cumulative, beginning with closely supervised, primarily observational and interactive experiences to increasing independence in preparation for the internship. In addition to obtaining learning experiences for students, the practica comply with NASP and APA requirements for pre-internship training.

NASP requires that EdS and Ph.D. students have a minimum of 600 hours in school settings across practicum and internship. There is no standard from APA or NASP for translating clock hours into credit hours, i.e., neither organization specifies how many clock hours constitute a practicum hour. However, some states may have specific requirements for clock hours, practicum hours, or semester credits for licensure as a psychologist or school psychologist. You should check requirements in states where you might intend to be licensed. Typically, state departments of education do not specify clock hour to credit hour equivalents, although they may require a minimum number of internship credits. Nearly all state licensing boards and departments of education require that credit be on transcripts for practicum and internship, although clock hours or semester hour credits most often are not stated.
Year I

<table>
<thead>
<tr>
<th>Practicum hours</th>
<th>Semester hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>P656 (Fall)</td>
<td>120</td>
</tr>
<tr>
<td>P656 (Spring)</td>
<td>120</td>
</tr>
</tbody>
</table>

Year II

<table>
<thead>
<tr>
<th>Practicum hours</th>
<th>Semester hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>P695 (Fall)</td>
<td>120</td>
</tr>
<tr>
<td>P696 (Spring)</td>
<td>120</td>
</tr>
</tbody>
</table>

Total 480 8

This plan gives both EdS and Ph.D. students a minimum of 480 hours during their first two years and eight semester hours of credit. This number is sufficient for Ed.S. students, because the internship includes at least 1200 hours in a school setting, meeting NASP’s minimum requirement of 600 hours in a school setting.

*Simultaneous practica in the second year*

For both doctoral or EdS students, it is possible to do a second practicum during the second year to gain more hours, but we have noted in the past that this is very challenging. *Any additional practicum must be secondary to the assigned practicum (AWCP or Clear Creek).* Failure to honor responsibilities to the required practica may result in lowering of practicum grades, less positive practicum evaluations, or having a negative effect on letters of recommendation.

*Final Note*

It is important that these requirements be followed closely so that you are in compliance with NASP and School Psychology Program requirements. Another important reason to be in compliance is so that the Program Director and campus internship supervisors can verify that all practicum and internship requirements were met when you apply to become a Nationally Certified School Psychologist (NCSP).

**VII. Internships in the School Psychology Program**

All students must complete a 1200 clock hour, full-time, nine month internship for the EdS degree. (In some cases, the internship may be completed half-time over two years to accommodate personal circumstances. This arrangement is rare, however.) These clock hours are minimal, and the internship site may require more hours. The student is expected to comply with the requirements of the internship site.

The selection of an internship is very important for you, because it often will have a direct impact on immediate career options and employment opportunities. There are many considerations in seeking an internship, but perhaps the most important is whether a site is consistent with your career goals. For example, it is common for
schools to offer full-time positions to students who have been interns.

**EdS Internships**

In the vast majority of cases, EdS students complete their internship in a public school setting. There is no central clearinghouse for school-based internships. Most often, you will acquire an internship through personal searches, responding to advertisements, or information given to you by faculty. The process for seeking an internship should begin in the latter part of the fall semester or early in the spring semester of the second year of study. You will receive at least two (2) semester hours but no more than six (6) semester hours of credit for the internship, which is to be constructed to further the development of competencies and skills as a school psychologist. You will be developing a written plan of goals and objectives to be accomplished during the internship. The experience is to be completed on a full-time basis over one academic year and comprise at least 1200 clock hours. You must complete an academic year, even if you accrue 1200 hours before the end of the year. (In some cases, completing the internship on a half-time basis over two years is possible to address individual students’ circumstances.) You may seek an internship anywhere in the country, as long as you are given the necessary experiences and are supervised by a licensed/certified psychologist. For the student completing an EdS internship, a doctoral level supervisor is not required. The supervisor should have at least three (3) years of post-degree experience. The Director of the Program, faculty internship supervisor, or your academic advisor will be able to provide more specific information about securing an internship.

**VIII. Professional Liability Insurance**

As most of us are aware, we are living in a litigious society, and the fields of psychology and education are not exempt from the possibility of charges of malpractice or misconduct. The chances of being sued are extremely small and even fewer suits against psychologists are successful. Nevertheless, being sued does necessitate retaining an attorney and incurring legal costs. The University does not provide coverage for legal expenses or damage awards for students. Further, practicum and internship sites may not provide coverage and an increasing number of sites are requiring that students have professional liability insurance. Therefore, each student who is taking practicum or internship is required to purchase professional liability insurance each year, unless specifically provided by the site. You may not participate in a practicum or internship without liability insurance and there are no exceptions to this requirement. Most often, practicum students are not covered by a group policy, but internships may provide coverage. Be sure to check with internship sites about liability insurance. Because the cost for this insurance is minimal, however, it is recommended that it be retained during the internship, even if group coverage is provided. You should provide a copy of verification of insurance each year to your faculty practicum supervisor and uploaded to your ePortfolio. Common sources of liability insurance are the National Association of School Psychologists (www.nasponline.org), the American Psychological Association (www.apa.org), and
the American Professional Insurance Agency (www.americanprofessional.com).

**IX. Criminal Background Checks**

The program requires that you complete a criminal background check. This check is needed for all interactions you might have with children in research projects, practicum, internship, volunteer experiences, and other situations. Detailed information will be provided on how to complete the background check.

**X. Dealing with Problems, Filing Complaints, and Grievance Procedures**

The faculty in the School Psychology Program believe that every student has the right to be treated with fairness, dignity, courtesy, and respect, and strive to assure that this kind of environment is maintained while the student is in the program. Adherence to ethical principles will help to maintain that environment, as students and faculty work together toward achieving goals. Although you are likely to find that conflicts with others, including fellow students and faculty, are infrequent and minor, problems occasionally do arise. The manner of dealing with these problems varies, depending on the nature of the problem, the setting in which it occurs, and particular circumstances. The initial step in addressing a complaint is to try to resolve it informally. If the problem is associated with a class and/or instructor, the first step, if appropriate, is to discuss it with the instructor. Should that not be possible, it is suggested that you consult your advisor or Director of the Program, who may be able to assist you with regard to the proper course of action. The next step would be to confer with the Chairperson of the department.

If the problem is concerned with the actions of others on an internship or practicum site, you should try to address it with the person in charge to the extent possible. Should circumstances not permit this approach or you feel that professional or ethical issues are involved, you should consult with the faculty internship/practicum supervisor, your advisor, and/or the Director of the Program. All instances regarding ethical matters or program requirements should be reported to the Director of the Program.

However, there may be occasions when you believe the actions of others warrant filing a formal complaint. If the complaint involves a practicum or internship site, you should notify the on-campus supervisor and the Director of the Program, who will assist you. If you feel that your rights as a student have been violated and that a formal complaint is needed against a member or group of the Indiana University community, you should consult the appropriate persons and also the Indiana University *Code of Student Rights, Responsibilities, and Conduct*. The *Code* includes detailed descriptions of (1) Student Rights and Responsibilities, (2) Student Complaint Procedures, (3) Student Misconduct, and (4) Student Disciplinary Procedures. If you need further information about complaint procedures, you may contact the Indiana University Office of Student Ethics at 705 E. 7th Street, 812-855-5419.
If, after you have tried these options or choose not to select them, you can file a formal grievance against the party(ies) by contacting the Executive Associate Dean of the School of Education. If you wish to continue with the grievance process, a panel of faculty members and at least two students will hear the complaint at an informal hearing. You may be accompanied by anyone you wish, including an attorney. You may also request the assistance of a representative/advocate appointed by the Office of Student Ethics, who may attend the hearing. After the conclusion of the hearing, the panel makes a recommendation to the Dean of the School of Education, who makes a final decision.

XI. Obtaining Master’s Degrees

Some students may be interested in obtaining a master’s degree in Educational Psychology en route to getting either the EdS or Ph.D. (notice it is not in School Psychology). The official degree is M.S.Ed. in Learning Sciences-Educational Psychology Track. For EdS students, having a master's degree may be beneficial in being put on a salary schedule for internship stipends. Doctoral students may also have the same advantage in school-based internships. Doctoral students may also find that clinical internships prefer or require that interns have a graduate degree. Most students will be eligible to receive a master's degree at the end of the second year of study or that summer. The faculty recommends that you obtain the master’s degree and that it be conferred officially as soon as you are eligible. There is a Masters Advising Form and a specific accompanying document for School Psychology students that are available from the Program Director. Check with the Office of Graduate Studies, the Program Director, or your faculty advisor for more information.

XII. Performance and Proficiency Requirements

You will be evaluated frequently and in multiple ways as you progress through the program. Areas for evaluation include:

- Performance in classes
- Performance in assistantships
- Performance in practicum
- Performance in the oral examination process
- Performance in internship

To make satisfactory progress through the program, you must demonstrate competence and proficiency in all aspects of your program.

You must maintain at least a 3.5 graduate GPA at all times. Failure to meet this criterion will result in a meeting with your advisor or the program faculty and may lead to placement on academic probation.

No more than six (6) hours of “C” can be counted toward a graduate degree.
No grade lower than a “B-“will be accepted by the program faculty in the following courses:

P655  Cognitive Assessment and Intervention  
P656  Practicum in School Psychology  
P657  Academic Assessment and Intervention  
P670  Behavioral Analysis and Consultation for School Psychologists  
P680  Ethical, Legal, and Professional Issues in School Psychology  
P681  Psychology of Cultural Diversity  
P682  Developmental Psychopathology of Childhood and Adolescence  
P691  Personality Assessment and Intervention  
P692  Therapeutic Interventions with Children  
P695  Practicum in Personality and Behavioral Assessment  
P696  Practicum in Therapeutic Interventions with Children

If a grade lower than a “B-“ is given in any of these courses, you may be required to re-take the course, which may prevent you from enrolling in subsequent courses. Should that occur, you may be placed on probation, be required to complete remedial work, take an additional year to complete the program, not be permitted to begin an internship, be dismissed from the program, or meet other requirements. Consultation with your advisor or the Program Director will be required. You may be asked to meet with the faculty to discuss your progress.

Also, no grades lower than a “B-“will be accepted for the following courses:

P514  Lifespan Development: Birth to Death  
P566  Social Psychology in Education  
P622  Social Development  
G656  Social Bases of Behavior  
P540  Learning and Cognition in Education  
P544  Applied Learning Strategies

If a grade lower than a “B-“ is given in one of these courses, the course must be retaken or an acceptable alternative taken with a grade of “B-“or higher. In some cases, specific remediation plans may be developed.

If your GPA falls below 3.5, you may be placed on probation by the Associate Dean of Graduate Studies.

In addition to grades, you will be required to have at least one instructor each academic year to complete the Student Review Form – Course Instructor. These completed forms will also be included in your Professional Development Portfolio to be presented in your oral examination. The form contains several items that are rated from “Poor” (1) to “Excellent” (5). At least 90% of the ratings must be “Average” (3) or better. If any rating is
lower than Average, your advisor will be notified and may ask to meet with you to discuss your progress.

**Performance in assistantships**

If you have an assistantship, you are required to ask your supervisor in at least one semester each year to complete the *Student Review Form – Graduate Assistantship Supervisor*. These completed forms will also be included in your *Professional Development Portfolio* to be presented in your oral examination.

**Performance in practicum**

At the conclusion of each practicum that you complete, your supervisor will be asked to complete an evaluation form to assess your performance at that point in your program. The ratings are on a five-point scale, ranging from “Needs Remediation” (1) to “Independent” (5). It is recognized that a high level of independence is not expected in the first years of your program, so supervisors are asked to evaluate you based on where you are at that time. At least 90% of the ratings must be “3” or higher. If any rating is lower than “3”, your advisor will be notified and may ask to meet with you to discuss your progress.

**Performance criteria for the Professional Development Portfolio**

Your portfolio will be evaluated by your advisory committee using the *Rating Form for the Professional Development Portfolio* in the Portfolio Guide that will be provided to you. At least 90% of the ratings must be “Satisfactory” or higher and none may be at the “Unsatisfactory” level.

**Performance criteria for the Oral Examination in School Psychology:**

Your oral examination will be evaluated by your advisory committee using the *Evaluation of the Oral Examination in School Psychology* form. At least 90% of the ratings must be “Satisfactory” or higher and none may be at the “Unsatisfactory” level.

**Performance in internship**

You will be formally evaluated by your site supervisor at the midpoint and end of your internship, using a form similar to the practicum evaluation forms. At least 90% of the ratings must be “3” or higher. If any rating is lower than “3”, the faculty internship supervisor will discuss your progress with the site supervisor.
XIII. Retention and Termination Policies

Retention Policies

To remain in good standing and be retained in the program, students are expected to comply with program and university requirements, including, but not limited to:

- Maintaining an overall graduate GPA of 3.5 or higher
- Obtain grades of no less than B- in all program and major area courses (see Performance and Proficiency Requirements in the Student Handbook)
- Perform at acceptable levels in practica and internship (see Performance and Proficiency Requirements in the Student Handbook)
- Comply with all ethical principles and codes of conduct of the American Psychological Association and the National Association of School Psychologists
- Comply with all aspects of the Indiana University Code of Student Rights, Responsibility, and Conduct
- Make continuous satisfactory and expected progress toward degree completion, based a variety of factors, including, but not limited to:
  - Timely completion of coursework and practica
  - Completion of portfolio and oral examinations at expected time intervals
  - Successful passing of the Praxis II Examination in School Psychology
  - Preparation of Program of Studies
- Demonstrate personal and professional conduct consistent with becoming a psychologist, including, but not limited to:
  - Ability to perform at levels expected at each point in the program
  - Demonstration of ethical behavior at the highest level
  - Ability to demonstrate satisfactory interpersonal relationships with faculty, colleagues, supervisors, children, parents, fellow students, and others
  - Ability to balance personal and professional responsibilities
  - Ability to handle personal stressors that may affect performance

Termination Policies

If students comply with the Retention Policies listed above, they can expect to finish the program successfully. The faculty reserves the right to recommend suspension or termination of any student whose conduct, academic performance, or health is judged to be unfit for the practice of psychology. Failure to comply with any of the policies may lead to probation or dismissal from the program. In the Student Handbook, more detail is given in the section titled Annual Evaluation Procedures. However, the faculty may need to address problems that occur during the course of an academic year before the annual evaluation. In these cases, the student will meet with the instructor and/or another faculty member, depending on the circumstances. Although
termination from the program is rare, it may occur for several reasons, including, but not limited to:

- Failure to complete program requirements at an acceptable level of proficiency
- Failure to complete program requirements in a timely manner
- Plagiarism and academic dishonesty
- Failure to maintain an overall graduate GPA of 3.5 or higher
- Dismissal from a practicum or internship
- Inability to develop minimal levels of professional competency
- Inappropriate attitudes or behavior in classes, practica, internship, and advising
- Inadequate interpersonal skills with children, peers, faculty, supervisors, and others
- Mental health issues that significantly interfere with acquisition and demonstration of knowledge, dispositions, and skills necessary to become a competent psychologist
- Substance abuse or addiction that interferes with acquisition and demonstration of knowledge, dispositions, and skills necessary to become a competent psychologist
- Conviction of a misdemeanor or felony that interferes with acquisition and demonstration of knowledge, dispositions, and skills necessary to become a competent psychologist
- Violation of program, School of Education, or University policies, procedures, rules, or regulations that substantially affect performance and progress in the program
- Serious or multiple violations of codes of ethics of the American Psychological Association or the National Association of School Psychologists
- Misrepresentation of credentials, experiences, or other personal information
- Results of a criminal background check that indicate conviction of a misdemeanor or felony that interferes with acquisition and demonstration of knowledge, dispositions, and skills necessary to become a competent psychologist

In some cases, remediation plans will be developed in collaboration with the student and one or more faculty members, with stated objectives to be met and timelines for completion. These plans will be stated in positive language with the intent to help the student develop the necessary competencies to become a professional psychologist. In some cases, however, immediate dismissal from the program may occur (e.g., plagiarism and academic dishonesty, conviction of a felony, substantial violations of ethical behavior). In all cases where dismissal is being considered, students will be given an opportunity to respond and apprised of their due process rights. (See Dealing with Problems, Filing Complaints, and Grievance Procedures above.)
XIV. Guidelines for Grades in Graduate Education Courses

The following definitions of letter grades are a guide to the evaluation of student performance and an indication to students as to what level of performance earns a given grade.

A  Outstanding achievement. Unusually complete command of the course content. Exceptionally high level scholarship.
A- Excellent achievement. Very thorough command of course content. Very high level of scholarship.
B+ Very good achievement. Thorough command of course material.
B  Good achievement. Solid, acceptable performance.
C+ Not wholly satisfactory; Marginal performance on some aspects of the course requirements.
C  Marginal achievement. Minimally acceptable performance on course assignments.
C- Unsatisfactory achievement. Inadequate knowledge of course content.
(Courses with a grade of C- or lower may not be counted in graduate programs.)

Counseling by the department is recommended if the final grade is C or below; Student's suitability for continuation in the program should be reconsidered if a final grade is below C-.

XV. Plagiarism and Academic Dishonesty

The issue of plagiarism has become of increasing concern to colleges and universities across the country, especially with the emergence of easily accessible information via the Internet and various electronic databases. Indiana University, the School of Education, the Department of Counseling and Educational Psychology, and the School Psychology Program take the issue of plagiarism seriously. All products developed in courses, practica, and research activities are expected to be original works with properly identified citations. Papers, reports, reviews, personal statements, and similar documents prepared by students are assumed to be original works and will not be plagiarized from other sources or otherwise misrepresented as original and appropriate work. The faculty consider plagiarism not only as academic dishonesty but as unethical conduct. Students found to have committed plagiarism are subject to disciplinary action by the University and the program, including, but not limited to, failure of a course, placement on academic probation, remedial work, immediate dismissal from the program and Indiana University, or other actions deemed appropriate. We are confident, however, that our students maintain the highest level of integrity, professionalism, and ethical behavior.
XVI. Financial Aid

Sources of aid may include assistantships, loans, and work study positions. In general, scholarships and fellowships are awarded only to doctoral students. Awards of financial aid are usually not distributed until a student has been admitted into a program. Applications for aid should be made as early as possible in the fall for matriculation the following year. Generally applications must be received by the Office of Scholarships and Financial Aids before February 15th to be processed and awarded for fall of the following year. Students are also encouraged to try to qualify for Work Study as their chance for other awards (i.e. assistantships) is enhanced. Some awards, scholarships, jobs, assistantships, and other positions often become available and are announced to students via email or websites. Students may also apply for work-study and student loans.