

Program Description

M.S. Ed. in School Psychology to be offered by Indiana University- Bloomington

1. Characteristics of the Program

- a. Campus(es) Offering Program: Bloomington
- b. Scope of Delivery (Specific Sites or Statewide): Bloomington
- c. Mode of Delivery (Classroom, Blended, or Online): Classroom
- d. Other Delivery Aspects (Co-ops, Internships, Clinicals, Practica, etc.): Practicum
- e. Academic Unit(s) Offering Program: School Psychology

2. Rationale for the Program

- a. Institutional Rationale (Alignment with Institutional Mission and Strengths)
 - Why is the institution proposing this program?

All students in the EdS (65 credit minimum) or PhD program (94 credit minimum) presently are eligible to earn a masters' degree before earning their terminal degree. At present, the masters' degree they earn is a MEd in Learning and Development Sciences, Educational Psychology Track. We are proposing that they receive a masters' degree in school psychology instead for a few primary reasons. First, we feel that it is somewhat misleading for them to have a MEd in Learning and Developmental Sciences, Educational Psychology track when the vast majority of the courses they take are not in these areas. A school psychology degree is much better match to the content they are already receiving. Second, in terms of supporting our IU graduates, while the masters degree is not a terminal degree for either school psychology program, for the EdS students obtaining a masters degree can be beneficial for their future earnings. Most school districts have a pay scale based on years of experience and degree earned. Given that the EdS is not a common degree, some districts may interpret the EdS as being on the same pay scale as a masters degree, when in fact the school psychology EdS students take many more credits (65 at minimum) than a typical masters degree would require. Thus, by obtaining a masters degree along the way to their EdS, students can then—and have—argued that they should be slotted in as a “masters plus x credits” instead of the pay scale for a masters

degree with no additional credits. Also, they may be able to argue that their EdS year should be counted as their first year post-masters degree and thus be hired at the second year pay scale.

- How is it consistent with the mission of the institution?

For reasons stated above, this change should help students upon graduation in terms of their earning potential.

- How does this program fit into the institution's strategic and/or academic plan?

This is an effort to streamline existing practices and make the impacted students' degree more reflective of their actual coursework.

- How does this program build upon the strengths of the institution?

This is not particularly salient as no new courses will be created and this is not intended as a terminal degree, but rather as a more accurate reflection of the courses students are taking.

Appendix 1: Institutional Rationale, Detail (This appendix should contain links to the institution's strategic and/or academic plan or the plans themselves.)

b. State Rationale

- How does this program address state priorities as reflected in *Reaching Higher, Achieving More*?

n/a

c. Evidence of Labor Market Need

i. National, State, or Regional Need

- Is the program serving a national, state, or regional labor market need?

The existing school psychology programs do serve a key labor market need as there is a shortage of school psychologists both in Indiana and at the national level. All program graduates of the EdS and PhD programs have obtained employment for many years running. Streamlining the masters degree process for students and continuing to offer a masters degree only strengthens the hand of IU graduates.

ii. Preparation for Graduate Programs or Other Benefits

- Does the program prepare students for graduate programs or provide other benefits to students besides preparation for entry into the labor market?

The majority of program graduates go straight to positions within schools as school psychologists. Some of our EdS students go on to obtain their doctorate after obtaining their masters degree.

iii. Summary of Indiana DWD and/or U.S. Department of Labor Data

- Summarize the evidence of labor market demand for graduates of the program as gleaned from employment projections made by the Indiana Department of Workforce Development and/or the U.S. Department of Labor?

n/a- this would not be a new program, but a new degree within an existing program.

iv. National, State, or Regional Studies

- Summarize any national, state, or regional studies that address the labor market need for the program.

Although this is not a new program, we thought it might be helpful to note that in October 2015, a statewide survey conducted by the Indiana Council of Administrators of Special Education (ICASE) showed that 22 school corporations/special education cooperatives had unfilled school psychology positions. In the spring of 2016, a second ICASE survey indicated that school corporations anticipated posting 31 school psychologist openings due to retirement, professional advancement, or employment changes for the 2016-17 school year. Eighteen percent of responding districts reporting needing to hire two or more school psychologists to meet district needs.

Recent state-level surveys indicate that the ratio of school psychologists to students in

Indiana significantly exceeds the national recommendations. The National Association of School Psychologists (NASP) recommends a ratio of 1 school psychologist to every 500-700 Students (NASP, 2020). Indiana estimates indicate an average ratio of 1:1841 (Indiana Association of School Psychologists, 2015). According to a NASP (2015) survey on school-based behavioral and mental health services provided by school psychologists, 31% of the responding school psychologists from Indiana reported serving between 1000-1999 students and 50% reported serving more than 2000 students.

v. Surveys of Employers or Students and Analyses of Job Postings

- Summarize the results of any surveys of employers or students and analyses of job postings relevant to the program.

n/a- not a new program

vi. Letters of Support

- Summarize, by source, the letters received in support of the program.

We did not seek this out since this is not a new program.

3. Cost of and Support for the Program

a. Costs

i. Faculty and Staff

- Of the faculty and staff required to offer this program, how many are in place now and how many will need to be added (express both in terms of number of full- and part-time faculty and staff, as well as FTE faculty and staff)?

This would not impact faculty resources. No need faculty would need to be added and no roles of existing faculty would need to be changed in order to implement this degree.

ii. Facilities

- Summarize any impact offering this program will have on renovations of existing facilities, requests for new capital projects (including a reference to the institution's capital plan), or the leasing of new space.

No impact. This would not be a new program and students would take no new courses or additional credits in order to obtain this degree.

iii. Other Capital Costs (e.g. Equipment)

- Summarize any impact offering this program will have on other capital costs, including purchase of equipment needed for the program.

There would be no impact.

b. Support

i. Nature of Support (New, Existing, or Reallocated)

- Summarize what reallocation of resources has taken place to support this program.

None needed.

- What programs, if any, have been eliminated or downsized in order to provide resources for this program?

None.

ii. Special Fees above Baseline Tuition

- Summarize any special fees above baseline tuition that are needed to support this program.

N/A

4. Similar and Related Programs

a. List of Programs and Degrees Conferred

i. Similar Programs at Other Institutions

Obtaining a masters degree in school psychology along the way to obtaining one's EdS or PhD degree in school psychology is standard. The way things are set up at Indiana is very unusual. We are not aware of any other school programs that offer a masters in learning and development science, educational psychology track.

Campuses offering (on-campus or distance education) programs that are similar:

- CHE staff will summarize data from the Commission's Program Review Database on headcount, FTE, and degrees conferred for similar programs in the public sector, as well as information on programs in the non-profit and proprietary sectors, to the extent possible. *CHE Appendix A: Similar Programs at Other Institutions, Detail (This appendix will contain back-up tables for the summary.)*
- Institutions may want to supplement this data with supplementary contextual information, such as relevant options or specializations or whether or not programs at other institutions are accredited or lead to licensure or certification.

ii. Related Programs at the Proposing Institution

There are no related programs at Indiana University. We are the only school psychology graduate program at any of the branch campuses.

- CHE staff will summarize data from the Commission's Program Review Database on headcount, FTE, and degrees conferred for related programs at the proposing institution. *CHE Appendix B: Related Programs at the Proposing Institution, Detail (This appendix will contain back-up tables for the summary.)*

b. List of Similar Programs Outside Indiana

- If relevant, institutions outside Indiana (in contiguous states, MHEC states, or the nation, depending upon the nature of the proposed program) offering (on-campus or distance education) programs that are similar:

N/A

c. Articulation of Associate/Baccalaureate Programs

N/A

- For each articulation agreement, indicate how many of the associate degree credits will transfer and apply toward the baccalaureate program.

Appendix 9: Articulation of Associate/Baccalaureate Programs, Detail (This appendix should contain the actual articulation agreements relevant to the proposed program.)

d. Collaboration with Similar or Related Programs on Other Campuses

n/a

- Indicate any collaborative arrangements in place to support the program.

5. Quality and Other Aspects of the Program

a. Credit Hours Required/Time To Completion

- Credit hours required for the program and how long a full-time student will need to complete the program

36 credit hours. This masters degree would typically be earned in two years. The present EdS program is 3 years full-time and the PhD program is typically five years full-time and the masters would be learned along the way to the terminal degree. Please see voting proposal for a full listing of courses involved in this masters degree.

b. Exceeding the Standard Expectation of Credit Hours

- If the associate or baccalaureate degree program exceeds 60 or 120 semester credit hours, respectively, summarize the reason for exceeding this standard expectation.

n/a

c. Program Competencies or Learning Outcomes

- List the significant competencies or learning outcomes that students completing this program are expected to master.

The masters degree classes cover much of the foundations of the broader EdS and PhD programs at Indiana.

d. Assessment

- Summarize how the institution intends to assess students with respect to mastery of program competencies or learning outcomes.

All school psychologist students are in a graduate program that is accredited either by the National Association of School Psychologists (EdS program) or both the National Association of School Psychologists and the American Psychological Association (PhD program). We have an assessment student already established for each of these programs and would not need a new system for the masters program as this would be earned along the way to their terminal degree. All students who earn a grade of B or higher in all of the courses that count towards the masters degree would obtain the masters with no additional assessment needed. We have qualifying exams for the EdS and PhD degree and a series of assignments that we use to track progress towards either the EdS or PhD degree.

e. Licensure and Certification

Graduates of this program will be prepared to earn the following:

- State License:

Upon obtaining the EdS or PhD graduates are eligible for licensure in Indiana as school psychologists.

- National Professional Certifications (including the bodies issuing the certification):
Upon obtaining their EdS or PhD degree and passing a national exam school psychologists are eligible to be certified as Nationally Certified School Psychologists (accepted in 34 states at present).
- Third-Party Industry Certifications (including the bodies issuing the certification):

n/a

f. Placement of Graduates

- Please describe the principle occupations and industries, in which the majority of graduates are expected to find employment.

For the EdS degree, nearly 100% of graduates work either directly for public schools or for corporations that contract with public schools. For the PhD degree, our graduates are employed in a range of settings—public schools, hospitals/medical settings, private practice, and universities.

- If the program is primarily a feeder for graduate programs, please describe the principle kinds of graduate programs, in which the majority of graduates are expected to be admitted.

n/a. All are already admitted to IU's EdS or PhD program in school psychology.

g. Accreditation

- Accrediting body from which accreditation will be sought and the timetable for achieving accreditation.

N/A

- Reason for seeking accreditation.

6. Projected Headcount and FTE Enrollments and Degrees Conferred

- Report headcount and FTE enrollment and degrees conferred data in a manner consistent with the Commission's Student Information System

The table below provides the number of newly enrolled school psychology students by program in Indiana University's two school psychology programs over the past 10 years. All students in these two programs would be eligible to obtain their masters degree along the way to their terminal degree upon completion of masters degree requirements.

Admit Year	New Ed.S. students	New Ph.D. students	Total
2020	8	5	13
2019	13	6	19
2018	3	0	3
2017	10	3	13
2016	1	3	4
2015	9	6	15
2014	5	7	12
2013	7	7	14
2012	3	11	14
2011	5	7	12
<i>Totals</i>	<i>64</i>	<i>55</i>	<i>119</i>
<i>10 year average</i>	<i>6.4</i>	<i>5.5</i>	<i>11.9</i>

- Report a table for each campus or off-campus location at which the program will be offered

The only location would be IU Bloomington.

- If the program is offered at more than one campus or off-campus location, a summary table, which reports the total headcount and FTE enrollments and degrees conferred across all locations, should be provided.

N/A

- Round the FTE enrollments to the nearest whole number

N/A

- If the program will take more than five years to be fully implemented and to reach steady state, report additional years of projections.

N/A

Counseling and Educational Psychology M.S.Ed. in School Psychology

This 36-credit hour program teams you with nationally known faculty exploring the school psychology profession to provide broad-based training for students who are already in Indiana's school psychology EdS or PhD program.

Rationale:

All students in the EdS (65 credit minimum) or PhD program (94 credit minimum) presently are eligible to earn a masters' degree before earning their terminal degree. At present, the masters' degree they earn is a MSED in Learning and Development Sciences, Educational Psychology Track. We are proposing that they receive a masters' degree in school psychology instead for a few primary reasons. First, we feel that it is somewhat misleading for them to have a MSED in Learning and Developmental Sciences, Educational Psychology track when the vast majority of the courses they take are not in these areas. A school psychology degree is much better match to the content they are already receiving. Second, in terms of supporting our IU graduates, while the masters degree is not a terminal degree for either school psychology program, for the EdS students obtaining a masters degree can be beneficial for their future earnings. Most school districts have a pay scale based on years of experience and degree earned. Given that the EdS is not a common degree, some districts may interpret the EdS as being on the same pay scale as a masters degree, when in fact the school psychology EdS students take many more credits (65 at minimum) than a typical masters degree would require. Thus, by obtaining a masters degree along the way to their EdS, students can then—and have—argued that they should be slotted in as a “masters plus x credits” instead of the pay scale for a masters degree with no additional credits. Also, they may be able to argue that their EdS year should be counted as their first year post-masters degree and thus be hired at the second year pay scale.

It is important to note that this proposed change would not impact any of the present requirements for school psychology EdS and PhD students to take courses in other areas in the School of Education. In this case, they all will continue to have the same requirements for counseling, human development, inquiry, and learning. These courses would just be towards their EdS or PhD degree, not the masters' degree they pick up on the way.

Degree Requirements

School Psychology Core Courses (24 credits)

P650	Prevention, Assessment, and Intervention I	3
P670	Behavioral Analysis and Consultation for School Psychologists	3
P681	Psychology of Cultural Diversity	3
P656	Practicum in School Psychology (covers two semesters)	6
P680	Ethical, Legal, and Professional Issues in School Psychology	3
P650	Prevention, Assessment, and Intervention II	3
P692	Seminar in Therapeutic Interventions with Children	3

Foundations Courses: 12 hours

Human Development (3 cr.)

P514 Lifespan Development: Birth to Death 3

Social Basis of Behavior (3 cr.)

G656 Social Basis for Behavior 3

Cognitive/Learning Basis of Behavior (3 cr.)

Select one course from the following

P540 Learning and Cognition in Education 3

P544 Applied Cognition and Learning Strategies 3

P650 Affective and Cognitive Bases of Behavior 3

Inquiry (3 cr.)

Y502 Intermediate Statistics Applied to Education 3

Date of Proposed Implementation:

We hope to offer this degree option as soon as possible, hopefully beginning with the Fall of 2020.

Admission Criteria:

Bachelor's degree from an accredited institution

Minimum undergraduate GPA of 2.75 out of 4.00

Completed online application that includes:

Transcripts

Personal statement

Three letters of recommendation

GRE scores

Resume

TOEFL score (minimum 79) or IELTS score (minimum 6.5) – international students only

Writing sample required

Necessary Resources:

No additional resources will be needed for full implementation of this program. All of the required courses are already currently being offered and are taken by the school psychology students.

Vote Issued: March 9th, 2020

25 total faculty members

1 on Sabbatical

1 serving as SoE EAD

1 on approved leave

2 did not vote

20 voted to accept proposed changes

0 voted not to accept proposed changes