

**Memorandum of Agreement  
For Phase 2 of the Development of a Collaborative Academic Program**

**Ed.S. in School Psychology**

IU Bloomington – School of Education

IU East – School of Education

IU Kokomo – School of Education

IU South Bend – School of Education

Date – January 4, 2021

With a spirit of respect and partnership, the undersigned campus and university representatives agree to collaborate with each other, the Office of the Executive Vice President for University Academic Affairs, and the Office of Online Education to develop, deliver, and maintain a collaborative academic graduate program for Ed.S. in School Psychology. The details of this collaboration are documented in three Memorandum of Agreement, including this Phase 2 MOA.

**Phase 2: Curriculum and Admission Requirements**

**1. Statement of Need and Program Demand**

This program is intended for individuals who hold a bachelor’s degree and are interested in working in a school setting as a school psychologist. It is anticipated that the proposed program will attract individuals, as well as school districts and special education cooperatives, that need the flexibility offered by a hybrid program that is offered through a thoughtful collection of online, on-campus, and in-district courses and meetings designed to meet the needs of working professionals who are unable to travel to a campus-based program.

In order to complete this program, all candidates would be required to have the support or sponsorship of a school district to ensure access to opportunities for school-based field experiences, materials such as assessment instruments, and licensed school psychologists who can serve as mentors and practica supervisors.

For a currently employed school employee, written agreements would be required to ensure that school administrators will allow the candidate the necessary time to complete practica activities during the school day and provide coverage for the candidate’s job responsibility, if needed.

**2. Faculty governance and curriculum approval processes**

*The MOA must adhere to the following principles:*

- a. **Curriculum must stay under faculty governance.** Memorandum agreements must recognize that the curriculum belongs to faculty, and that faculty are responsible for curriculum integrity.
- b. **Curriculum approvals must use normal operations of university and collaborating campuses.** Because academic program governance occurs at the campus level, the curriculum must be approved by the relevant campus faculty committee(s). Accrediting bodies such as

Higher Learning Commission may require documentation that appropriate campus approvals have been obtained.

**3. Curricular framework**

**a. Program’s key learning outcomes –**

The proposed program will be aligned to the graduate preparation standards of the National Association of School Psychologists (NASP) which have been adopted by the Indiana Department of Education for the preparation and credentialing of school psychologists for Indiana P-12 schools. The program will prepare school psychologists to:

1. Utilize assessment methods to make data-based decisions that result in positive educational outcomes for children and youth.
2. Work collaboratively with educators and professional colleagues to design and deliver instruction, services, and programming that promote academic, social, cognitive, and emotional competencies for children and youth.
3. Apply knowledge and skills to advocate for and provide school psychological services that are responsive to the needs of diverse children and youth and their families.
4. Develop, implement, and evaluate systems-level programs that enhance the capacity of a school building or district to provide a safe, supportive, and responsive environment of all students.
5. Develop an attitude of and competence in a social justice and multicultural framework that guides one’s delivery of school psychological services.
6. Utilize reflective practice for continual professional learning and the delivery of services that are ethical, legal, and informed by research and evidence.

**b. Program Structure and Required Courses**

To earn the Ed.S., students must complete the credit hour requirements listed below in accordance with Indiana University graduate policy. At least 65 graduate semester hours or the equivalent, with at least 54 hours exclusive of credit for the supervised specialist-level internship experience ([NASP](#)) (See table below for list of courses) -

|                                  |  |   |
|----------------------------------|--|---|
| <b>Inquiry: 6 cr. hrs.</b>       |  |   |
| EDUC-Y650                        | Single-Subject Research Design   | 3 |
| EDUC-J601 <b>OR</b><br>EDUC-Y635 | Assessment and Evaluation <b>OR</b><br>Methodology of Educational Evaluation | 3 |

|   |   |           |
|---|---|-----------|
| <b>Counseling: 3 cr. hrs.</b>                           |   |           |
| EDUC-G523   | Laboratory in Counseling  | 3         |
| <b>Cognition/Learning Basis of Behavior: 3 cr. hrs.</b> |   |           |
| EDUC-P540   | Learning & Cognition  | 3         |
| <b>Human Development: 3 cr. hrs.</b>                    |   |           |
| EDUC-P514   | Lifespan Development: Birth to Death  | 3         |
| <b>Special Education: 6 cr. hrs.</b>                    |   |           |
| EDUC-K505   | Exceptional Learners  | 3         |
| EDUC-K548   | Families, Schools, and Society  | 3         |
| <b>Core School Psychology: 44 cr. hrs.</b>              |   |           |
| EDUC-P602   | Assessment, Prevention and Intervention I   | 3         |
| EDUC-P604   | Role and Function of School Psychologists   | 3         |
| EDUC-P682   | Developmental Psychopathology   | 3         |
| EDUC-P605 <i>OR</i><br>EDUC-P670                        | Collaboration and Consultation I <i>OR</i><br>Behavioral Analysis and Consultation for School Psychologists                       | 3         |
| EDUC-P680   | Ethical, Legal & Professional Issues in School Psychology   | 3         |
| EDUC-P681 <i>OR</i><br>EDUC-J655 <i>OR</i><br>EDUC-G575 | Psychology of Cultural Diversity <i>OR</i><br>Seminar in Multicultural and Global Education <i>OR</i><br>Multicultural Counseling | 3         |
| EDUC-P606   | Assessment, Prevention, and Intervention II   | 3         |
| EDUC-P607   | Social Justice, Consultation, Advocacy and Leadership   | 3         |
| EDUC-P692   | Seminar in Therapeutic Interventions with Children/Mental Health Counseling   | 3         |
| EDUC-P609   | Assessment, Prevention, and Intervention III  | 3         |
| EDUC-P656   | Practicum in School Psychology (Practicum I)  | 2         |
| EDUC-P656   | Practicum in School Psychology (Practicum II)   | 2         |
| EDUC-P612   | Trauma-informed Preventive Practices in Classrooms and Schools  | 3         |
| EDUC-P613   | Responsive Educational Practices and Approaches   | 3         |
| EDUC-P596   | Internship in School Psychology   | 4         |
|   | <b>Total credit hours</b>   | <b>65</b> |

c. **Pre-requisite Coursework**

Students must hold a Bachelor's degree.

d. **Required courses and time to completion**

Working professional taking 3-4 courses per year will be able to complete the Ed.S. in School Psychology degree in 5-6 years of consecutive and part-time enrollment. Students taking 8 courses a year will be able to finish the degree in 3-4 years.

**7. Agreements regarding common use of textbooks, e-texts, and/or other learning resources.**

*Specify any agreements regarding the use of learning resources in the program:*

**a. Textbook and e-texts**

Selection and use of textbooks, e-texts, and other learning resources are at the discretion of the faculty members teaching the course and will be based on the agreed-upon course description and learning outcomes for the course. As per IU policy and practice, a student from one campus who is in a course taught by a faculty member from a different campus will have access to electronic resources from the faculty member's campus library for the duration of the course.

**8. Admission and other requirements**

**a. Admission requirements.** *The policies described below will serve the needs of the target audience as reflected in the statement of purpose for the program in MOA1.*

Admission to this program does not imply admission to any other IU program, including on-campus graduate programs offered by collaborating campuses. Should students wish to transfer into one of the existing graduate programs, they will follow the established application process.

- Baccalaureate degree - transcripts from all colleges and universities attended (Transcripts not required from IU Campuses)
- Minimum 3.0/4.0 GPA at undergraduate level.
- 250-word personal statement explaining background and reasons for entering the program.

This statement should:

- Reference career goals as they align with this program,
- Describe relevant work experience, and
- Briefly address any deficiencies in applicants academic record that do not meet program admission standards.

See Satisfactory Academic Progress in the Program and Disqualifications below.

**b. Requirements for transfer, satisfactory progress, and dismissal from the program.**

Students can transfer up to six graduate credit hours into the graduate program with the permission of an advisor.

### **Satisfactory Academic Progress in the Program**

Satisfactory academic progress and dismissal from the Ed.S. in School Psychology Program will follow standard IU Graduate School and School of Education policies. The committee recommends the following program-specific guidelines:

The School of Education Graduate Advisor will review students' cumulative course grades at the end of each semester and determine if there are students who need to be placed on probation or counseled out of the program because they are not earning the 3.0 GPA required by the degree. The advisor will report the outcome of these audits to the Faculty Committee of the collaborative Ed.S. in School Psychology, which will communicate with students in danger of academic failure.

Students must:

- Maintain a 3.0/B grade point average

**Transfer:** Official IU and campus-specific policies for transfer of credit (see <https://transfer.iu.edu> for IU policy) will be followed (subject to state law).

### **Probation /Disqualification**

Students will be unable to progress if the following occurs:

- Failure to achieve a C in any graduate course.
- Failure to maintain a grade point average of 3.0 in program overall GPA.
- Serious academic misconduct (subject to the appeals process on each campus).
- Students are required to fulfill the dispositional requirements stipulated by their home campus.

## **9. Process for assessment and evaluation**

*Articulate agreed upon processes for student assessment and end-of-course evaluations. Develop a schedule for review and revision of courses in the program.*

The faculty will be integrally involved in the course review, revision, and assessment of the online program.

The MOA2 Faculty Committee will develop an assessment map that aligns individual required courses to the overall graduate certificate in Ed.S. in School Psychology program learning outcomes.

Additionally, the MOA2 Faculty Committee will work with the Office of Collaborative Academic Programs to develop a primary trait rubric for learning outcomes and will post copies to associated Canvas courses. Each instructor will evaluate at least one signature assignment using the rubric to assess how students in the course met its designated learning outcome.

The steering committee will hold an annual meeting to review the course rubrics and consider how the curriculum can be improved. A full program-review based on assessment data will be conducted in the spring semester of the third year (following implementation) of the program and prior to the expiration of this MOA2.

**Faculty Signatures:**

*David Shriberg*

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David Shriberg, Professor of Education, Chair, School Psychology  
School of Education, Indiana University Bloomington

*Jerry Wilde*

Jerry Wilde (Jan 11, 2021 13:05 EST)

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Jerry Wilde, Professor of Education, Dean  
School of Education, Indiana University East

*Leah Nellis*

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Leah Nellis, Professor of Education, Dean  
School of Education, Indiana University Kokomo

*Yvonne Larrier*

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Yvonne Larrier, Associate Professor, Department Chair, Counseling & Human Services,  
School of Education, Indiana University South Bend

*Hitesh Kathuria*

Hitesh Kathuria (Jan 11, 2021 16:20 EST)

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Hitesh Kathuria, Assistant Vice President, University Academic Affairs,  
Director, Office of Collaborative Academic Programs, Indiana University

*Mandy Bartley*

Mandy Bartley (Jan 11, 2021 14:00 EST)

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Documented in OnBase by OOE Decision Support

The School Psychology faculty would like to propose the new Hybrid EdS program.

Vote Issued: January 25, 2021

28 total faculty members

3 on Sabbatical

1 serving as SoE EAD

1 on approved leave

17 voted to accept proposed changes

6 did not vote