

**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) -

Inquiry: 6 cr. hrs.		
EDUC-Y650	Single-Subject Research Design	3
EDUC-J601 OR EDUC-Y635	Assessment and Evaluation OR Methodology of Educational Evaluation	3

Counseling: 3 cr. hrs.		
EDUC-G523	Laboratory in Counseling	3
Cognition/Learning Basis of Behavior: 3 cr. hrs.		
EDUC-P540	Learning & Cognition	3
Human Development: 3 cr. hrs.		
EDUC-P514	Lifespan Development: Birth to Death	3
Special Education: 6 cr. hrs.		
EDUC-K505	Exceptional Learners	3
EDUC-K548	Families, Schools, and Society	3
Core School Psychology: 44 cr. hrs.		
EDUC-P602	Assessment, Prevention and Intervention I	3
EDUC-P604	Role and Function of School Psychologists	3
EDUC-P682	Developmental Psychopathology	3
EDUC-P605 OR EDUC-P670	Collaboration and Consultation I OR Behavioral Analysis and Consultation for School Psychologists	3
EDUC-P680	Ethical, Legal & Professional Issues in School Psychology	3
EDUC-P681 OR EDUC-J655 OR EDUC-G575	Psychology of Cultural Diversity OR Seminar in Multicultural and Global Education OR 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
	Total credit hours	65

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 MOAI.*

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*

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

Jerry Wilde[Jerry Wilde \(Jan 11, 2021 13:05 EST\)](#)

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

Leah Nellis

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

Yvonne Larrier

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

Hitesh Kathuria[Hitesh Kathuria \(Jan 11, 2021 16:20 EST\)](#)

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

Mandy Bartley[Mandy Bartley \(Jan 11, 2021 14:00 EST\)](#)

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

Excerpt from Feb 24, 2021 Policy Council Meeting Minutes:

MOA2 for Collaborative Program: EdS School Psychology (**21.52**)- This is a proposed online collaborative program that is in the MOA2 phase of development. The program is for individuals who hold a bachelor's degree and are interested in working in a school setting as a school psychologist. The item comes as a motion from the Graduate Studies Committee. David Shriberg answered questions.

Questions from Qualtrics: Where is this program actually administered? Who sponsors the program maintenance/revisions/reviews? What is Policy Council's role in future revisions of the program?

Discussion: D. Shriberg explained that this program was developed by IUB IU Kokomo, IU South Bend and IU East. Students will pick a host campus and will be considered students of that campus, but any program changes would need to be approved by all participating campuses. D. Shriberg noted that we are the only school with a School Psychology program, plus we are the flagship campus, and so we anticipate most students will list our campus as their home campus. As program chair he has received many requests for a program like this. G. Delandshere asked why this is a collaborative program, when we are the only campus with such a program. S. Lubienski explained that when this program was initiated in the Kokomo campus, the OCAP requirements for initiation/participation in a collaborative program were that a campus had the expertise to teach a class. Since then, OCAP is looking more closely at campus capacity. D. Shriberg added that the unique expertise in Bloomington has come through in discussions with faculty at the other campuses. Further discussion ensued about OCAP's more current thinking about capacity and why this program is moving forward as a collaborative program when the contributions of other campuses are less than what current guidelines recommend. In sum, this is due to how capacity was interpreted at the time this program was initiated. Regarding future changes, S. Lubienski reiterated that all campuses would need to approve changes. A. Leftwich noted that in her experience, while other campuses want to be a part of these collaborative programs, these courses are sometimes taught by adjuncts, and not campus faculty. This is a concern. S. Lubienski explained that the way the courses are distributed will reflect the capacity of each campus, and so IUB will teach most of the courses for this program. E. Boling noted that these processes are often designed for things going well, with little attention to what happens if things go badly. Is accepting the risk of future issues worth being a part of this program now? S. Lubienski acknowledged that this process is murky, but noted that this process is much improved from where we were a year ago. Dean Morrone agreed that progress is being made and encouraged trust in the process. She acknowledged the tension between wanting to protect our programs and also be good university citizens. E. Boling noted that we are bringing in students as we open access through online programs, and she is concerned that if a program unravels, what happens to the students? Is there a plan for that? A. Leftwich asked D. Shriberg how he feels about the program and what will happen if it is not approved by Policy Council? D. Shriberg stated that this program does fill a need and is a good idea. He expressed initial concerns about it competing with our residential program, but that is now less of a concern. Kokomo has a strong desire for this program, but not the capacity. Our program almost has the capacity to run this alone, but not quite. In this respect, it is beneficial for IUB and Kokomo. Accreditation is another issue. It is highly likely that accreditation will fall on us. The online format likely requires a separate accreditation. Right now there are no hybrid programs accredited by NASP, though D. Shriberg is confident that within the next five years there will be. It would be difficult to successfully engage in the accreditation process with the resources that we have now. G. Delandshere acknowledge the appeal of the program. J. Shedd noted

that the MOA should explicitly state who will be responsible for the accreditation. OCAP doesn't have experience with or understand accreditation and licensing programs, so it is on us to ensure this is addressed. A. Leftwich pointed out that there is a cost associated with the workload for accreditation, and this should be considered. E. Boling asked if we could vote contingent on addressing the accreditation piece. S. Lubienski explained that MOA2 focuses on approving the curriculum. MOA3 is more the financial piece, and would likely be a more appropriate place to bring this up. M. Boots added that the Graduate Studies office has put forward amendments for other collaborative programs, so there is precedent. A. Leftwich suggested we put forward a motion with a friendly amendment to approve the MOA2 contingent the fact that they discuss IUB as being responsible for accreditation and receiving funding and that this will be a part of the 3rd MOA.

Motion for Friendly Amendment: E. Boling

FRIENDLY AMENDMENT: To vote on the motion for this collaborative program Ed.S. in School Psychology contingent on MOA3 include a resolution to the issue of accreditation and financial support for accreditation.

Second: J. Anderson

Motion with Friendly amendment passed. In Favor: 13; Opposed: 0; Abstain: 1; Recusal: 0

Emails regarding accreditation as part of MOA3 EdS School Psych

From: Lubienski, Sarah Theule <stlubien@iu.edu>
Sent: Tuesday, March 23, 2021 12:28 PM
To: Jensen, Maria <jensen5@indiana.edu>; Delandshere, Ginette <gdelands@indiana.edu>
Subject: Re: CCC Meeting April 8: IUB Campus Curriculum Committee

So in a nutshell, Chris Foley has said that MOA 3 will not contain that information. He sees this as something the campuses need to work out themselves.

Sarah Theule Lubienski
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 Professor of Mathematics Education
 School of Education
 Indiana University
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 Bloomington, Indiana 47405-1006
 812-856-8121

From: "Jensen, Maria" <jensen5@indiana.edu>
Date: Tuesday, March 23, 2021 at 12:25 PM
To: "Lubienski, Sarah Theule" <stlubien@iu.edu>, "Delandshere, Ginette" <gdelands@indiana.edu>
Subject: RE: CCC Meeting April 8: IUB Campus Curriculum Committee

This is what was voted on at the Feb PC mtg:

Motion with Friendly amendment: E Boling

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-Maria