



**Indiana University
School of Education
Department of Counseling and Educational Psychology**

**School Psychology
Ed.S. Program**

**Student Handbook
2017-2018**

FOREWORD

Welcome to the School Psychology Program!

The school psychology 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. We challenge you to become the best that you can be and to energetically pursue your personal/professional goals.

This handbook describes several aspects of the program and its requirements, as well as answering many questions about how to navigate successfully to graduation. Maintain frequent contact with your advisor who will help plan your individual program of studies to assure that you will meet your goals. The faculty looks forward to working with you to achieve your objectives. Again, welcome!

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The program is approved by the National Association of School Psychologists (NASP). Any questions related to the program's approval status should be directed to the NASP Program Review Board:

NASP Contact Information

Program Approval Board

National Association of School Psychologists

nasponline.org/certification/NASPapproved.aspx

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Indiana University

School Psychology EdS Program Student Handbook

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, Competencies, and NASP Training Domains

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, group and individual supervision, supervision of others, and completion of the internship and dissertation. Our five training **goals** are to help you develop:

Goal 1: Knowledge and Competence in Cultural Diversity

Goal 2: Knowledge about Organizations and Professional Roles

Goal 3: Observation and Assessment Skills

Goal 4: Intervention and Consultation Skills

Goal 5: Research, Evaluation, and Dissemination Skills

National Association of School Psychologists Training Domains

The EdS Program is fully approved by the [National Association of School Psychologists \(NASP\)](#) and the curriculum is designed to provide training and preparation for the practice of school psychology consistent with NASP **domains** below.

NASP Training Domains

- 2.1 Data-Based Decision Making and Accountability
- 2.2 Consultation and Collaboration
- 2.3 Interventions and Instructional Support to Develop Academic Skills
- 2.4 Interventions and Mental Health Services to Develop Social and Life Skills
- 2.5 School-Wide Practices to Promote Learning
- 2.6 Preventive and Responsive Services
- 2.7 Family–School Collaboration Services
- 2.8 Diversity in Development and Learning
- 2.9 Research and Program Evaluation
- 2.10 Legal, Ethical, and Professional Practice

Program Goals, Objectives, and Competencies and NASP Domains

In this section, we provide 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

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

Objective #2: Demonstrates ability to provide culturally relevant psychological services

Competency	Related NASP Domains
#1: Understands and develops strategies to address cultural mismatch	2.2, 2.3, 2.4
#2: Demonstrates cultural competence when working with school personnel and parents in a consultative role	2.2, 2.7
#3: Provides psychological service to individuals that is respectful	2.2, 2.3, 2.7
#4: Designs effective, culturally competent behavioral, social, and/or academic intervention strategies	2.2, 2.3, 2.4, 2.8, 2.9

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

Competency	Related NASP Domains
#1: Understands role of the psychologist in diverse settings	2.5, 2.10
#2: Understands organization and functioning of public schools	2.5, 2.10
#3: Understands roles of various school personnel, e.g., social workers, counselors, administrators, special and general education teachers	2.5, 2.10

Objective #2: Understands supervisory relationships and appropriate roles

Competency	Related NASP Domains
#1: Recognizes need for and seeks supervisory assistance	2.10
#2: Accepts and uses supervisory feedback	2.10
#3: Demonstrates effective supervision of less experienced peers	2.10

Objective #3: Develops knowledge about appropriate ethical, professional, and legal conduct

Competency	Related NASP Domains
#1: Demonstrates awareness of ethical and legal principles	2.10

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

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

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

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

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

Competency	Related NASP Domains
#1: Values contributions and insights of parents, teachers, and colleagues	2.2, 2.7
#2: Uses interview for problem identification, problem analysis and problem-solving	2.1, 2.2, 2.3, 2.4

Objective #2: Demonstrates ability to develop and implement interventions

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

Objective #3: Demonstrates ability to evaluate effectiveness of interventions

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

Objective #4: Develops consultation and collaboration skills

Competency	Related NASP Domains
#1: Demonstrates effective interpersonal communication skills in professional interactions	2.6, 2.7
#2: Understands behavioral, conjoint, process, and instructional models of consultation	2.2, 2.7
#3: Develops effective collaborative relationships with teachers and parents	2.2, 2.5, 2.7
#4: Contributes to collaborative meetings (e.g., staffings, wraparound team meetings) and/or case conferences addressing student and family concerns	2.2, 2.3, 2.4, 2.5, 2.7

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

Competency	Related NASP Domains
#1: Understands merits of diverse research methods	2.1, 2.9
#2: Accesses electronic databases to inform practice	2.9

Objective #2: Demonstrates ability to disseminate information to others

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

Program Description

Students prepared in foundations of psychology and education, practices and methodologies of school psychology, the multicultural context of the school, and research inquiry techniques through coursework 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 also 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.

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. You will address in depth issues in cultural diversity in the course *P681: Psychological Issues in Cultural Diversity*.

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.

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 research 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.

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

Psychological Foundations Courses: 12 hours

Human Development (3 cr.)

P514	Lifespan Development: Birth to Death	3
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Social Basis of Behavior (3 cr.)

Select one course from the following

G656	Social Basis for Behavior	3
P622	Social Development	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

Counseling Course (3 cr.)

Select any counseling course in consultation with advisory committee

Inquiry Courses: 6 hours

Y502	Intermediate Statistics Applied to Education	3
Y520	Methods of Educational Inquiry	3
Y500	Laboratory in Statistics *	(1)

* Y500 is a corequisite with Y502, but cannot be counted toward the required 6 hours.

Minor: 9 hours

The minor must have integrity in its own right and must complement the major. The minor field must demonstrate wholeness within itself and contribute to the student's overall doctoral program. Minors are normally formulated within a single program area. However, an interdisciplinary or individualized minor is also possible. Interdisciplinary or individualized minors require a written description of the minor's underlying theme along with a rationale for each course's contribution to that theme through the Minor Justification form. This form should be submitted and approved by the Graduate Studies Office prior to enrolling in the minor courses. Major area courses may not be used in the minor. Most students select counseling for their minor, which provides a foundation for internships in school settings. The minor should be selected to prepare for internship and professional positions upon graduation.

Electives: 2-12 hours

Electives may be taken in fields inside or outside the School of Education. Students may take electives in any area of interest to complement their program of study. Elective courses must be approved by the advisory committee and must be relevant to the field of School Psychology. The electives category may be used to add to the major, research/inquiry, or minor components to bring the total program credits earned to at least 65 hours.

Additional information about 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

Sample Sequence of Courses in the Ed.S. Program

Sample sequence of courses for the EdS in School Psychology - Individual programs will vary, depending on interests, courses selected, and when courses are offered)

YEAR 1, FALL SEMESTER

	Semester hours
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
P692 Seminar in Therapeutic Interventions with Children	3
P681 Psychology of Cultural Diversity	3

YEAR 1, SUMMER SESSION

	Semester hours
Y520 Strategies for Educational Inquiry	3
Gxxx Counseling course	3
Courses in elective or minor	3-6

YEAR 2, FALL SEMESTER

P696 Practicum in Therapeutic Interventions with Children	2
Y502 Intermediate Statistics Applied to Education	3
Elective or minor	3

YEAR 2, SPRING SEMESTER

P691 Personality Assessment and Intervention	3
P695 Practicum in Personality and Behavioral Assessment	2
P622 Social Basis of Behavior or P622 Social Development	3
P514 Lifespan Development: Birth to Death	3

YEAR 2, SUMMER SESSION

P540 Learning and Cognition in Education or P544 Applied Cognition	3
Elective or minor	3

YEAR 3, FALL SEMESTER

P596 Internship in School Psychology I	1-3
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YEAR 3, SPRING SEMESTER

P596 Internship in School Psychology I	1-3
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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 advisory 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

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.

The Program of Studies is to be completed and submitted no later than the conclusion of the first year of 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 the POS is approved.

ePortfolio Preparation and Oral Examination

From the beginning of graduate study through nomination through degree conferral, you will maintain an online Professional Development Portfolio, 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. You will receive more information about accessing and updating your online portfolio during your first semester in the program.

We use RCampus' ePortfolio Management System (<http://iu-eport.rcampus.com/RCampus>) is a comprehensive Education Management System and a collaborative learning environment. RCampus's user---centric ePortfolio system provides a comprehensive, intuitive platform that allows students and faculty to build multiple, fully---functional presentation portfolios for demonstrating their skills and knowledge or for career development. Each ePortfolio is a complete website where users maintain their work, embed multi---media artifacts and display their creativity and personality. You will receive more information on the ePortfolio and the program's expectations for keeping a comprehensive 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, 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 and more information will be provided. The portfolio is to be updated annually by April 15.

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.

Obtaining a Master's Degree

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.

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. Everything you need to plan for an apply for the Master's degree can be found here:

<http://education.indiana.edu/graduate/apply/domestic/masters/learning-development-sciences.html>

Applying to the Ph.D. Program

After entering the School Psychology Program, some EdS students consider applying to the Ph.D. program. 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, practica, 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 applying 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.

Timeline and “Cheat Sheet” for EdS Program in School Psychology

August before semester begins

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

Year 1 spring

- April 15 – identify a permanent advisor
- 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
- April 15 – update e-Portfolio
- February 15 – apply for financial aid for the following year

Year 1 summer

- October 1 – Program of Studies completed

Year 2 fall

- Begin seeking an internship

Year 2 spring

- April 15 – update e-Portfolio
- Early spring – continue seeking and hopefully securing an internship
- Apply for Master’s degree (now or early summer)

Year 2 summer

- June – take PRAXIS II and obtain a minimum passing score of 165

Year 3 fall (Internship)

- October 15 - Apply for graduation
 - 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 *Nomination to Award-EdS Degree* form is completed and submitted. (<https://education.indiana.edu/students/graduates/docs/NominationtoAwardDegreeofSpecialist.pdf>)

Year 3 summer (Internship)

- Graduate in June!

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.

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 confidence. 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

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	Practicum hours	Semester hours
P656 (Fall)	120	2
P656 (Spring)	120	2
Year II		
P695 (Fall)	120	2
P696 (Spring)	120	2
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 EdS 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 second year practicum (AWCP or Clear Creek).*** Failure to honor responsibilities to the required core practica may result in lowering of practicum grades, less positive practicum evaluations, or having a negative effect on letters of recommendation.

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).

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.

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.

Internship

Upon completion of course work, you are ready to begin a yearlong 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.

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.

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 internship 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. However, 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.

After the internship is completed satisfactorily, you are ready for graduation. You should apply for graduation in the fall semester 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.

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. The cost for this insurance is very reasonable, and information will be provided to you about how to obtain insurance. You should provide a copy of verification of insurance each year and upload it into your *ePortfolio*. Exceptions to this policy may occur on internships where the site specifically covers interns in their group liability policy. Usual sources of liability insurance are the APA Insurance Trust (<https://trustinsurance.com/Products-Services/Student-Liability>), or the American Professional Agency (<http://www.americanprofessional.com/student-rates/>).

***You will not be permitted to participate in practicum without obtaining liability insurance.**

Formative Evaluation Procedures

Growth as person and as a professional psychologist--in--training necessitates honest frequent feedback. Constructive feedback aimed at fostering students' personal growth is always honest, direct, specific, nonpunitive, and focused on behavior (not people). As a faculty, we believe that critical feedback and self--examination, followed by positive behavioral change, is the cornerstone of maturity as an individual and as a professional psychological. By working hard to foster and maintain a climate of respect, transparency and collegiality, all students and faculty in the School Psychology Program can make strides toward positive growth and change. The faculty will provide formative feedback to students with the ultimate goal of helping students improve toward the goals, objectives, competencies, and benchmarks that guide our work.

In the spirit of growth and improvement, we, too are open to feedback from students. Every semester students will have an opportunity to formally evaluate faculty utilizing IU Bloomington's Online Course Questionnaire (OCQ) process, which was developed to centralize and standardize the course evaluation process. The Online Course Questionnaire (OCQ) consists of 11 campus---wide questions that students are asked to answer about each class they take.

Informal ways in which students can give feedback to faculty is by speaking to faculty members directly, during non---class hours. Students can speak with the program director or the chair of the department if informal discussions with faculty are not fruitful. Similarly, students can express concerns to their SASP officers, who can then bring concerns to the faculty as a whole. Finally, during the spring semester of each academic year, students have an opportunity to provide anonymous feedback that evaluates the program. The evaluation examines students' reflections on the program and perceptions of faculty's implementation of the program goals, objectives, competencies, and benchmarks.

Summative/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. They will be evaluated with a separate procedure during internship with a form that corresponds with the program's goals, objectives, and competencies. All students are formally reviewed each year by the faculty and a summary review form and/or letter is sent informing you of the results of the review. Included will be comments about progress, as well as any concerns that should be addressed. The purpose of this activity is to assess how well students' academic and professional activities match the programs' goals, objectives, and competencies. The evaluation indicates areas for improvement and contributions to the program. This Annual Student Review Summary Rubric can be found at the end of this document.

Concerns about Student Behavior

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, advisor or program director meets with the student to discuss the situation. This action is the most frequent, and usually resolves the matter.

If the concern appears persistent or is of severe (e.g., a breach of ethics), it will be discussed by the entire School Psychology faculty during a closed faculty meeting (i.e., no students). The faculty may determine that the best course of action is for the advisor or another faculty member to work with the student on a remediation plan to be put in writing and discussed with the student. At other times, the student may receive a letter from the program director, explicitly stating the concerns and providing very specific recommendations for remediating the behavior and demonstrating that the desired goals, objectives, and/or competencies have been satisfactorily addressed. Depending upon the nature of the problem, formal documentation may be made. The range of actions taken by the faculty can range from mild to more significant:

1. Informal discussion with the student to resolve the situation(s).
2. Written provision of specific remediation steps to be taken in an effort to achieve the program's desired goals, objectives, and/or competencies. Having a remediation plan constitutes a probationary period from which a student will be removed after the remediation steps have been completed.
3. Termination from the program for inability to comply with program requirements, unprofessional or unethical behavior, or perceived incompatibility with becoming a professional psychologist. Reasons for dismissal will be explicitly documented, explained to the student verbally and in writing, and pursued only after the appropriate disciplinary policies and procedures of the University and School have been followed.

Most often, steps one and two are sufficient to address most situations, and it is rare that the subsequent steps are necessary. In the event that corrective actions are or are not successful in addressing the issues of concern substantive, written feedback will be provided. Indeed, in all situations concerning disciplinary matters the process will be documented in writing, student will be given the opportunity to discuss their concerns with the faculty and to provide information about contributing or mitigating factors. The student retains the right to appeal faculty decisions to the appropriate persons or offices. The School of Education's Student Grievance Procedures and Appeals Form is a downloadable file at this link: <http://education.indiana.edu/about/council/committees/grievance---hearing---iub/>

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, 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 available will be provided to you in multiple classes beginning your first semester in the program. 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.*)
- Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. ' 794)
- 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)
- Section 1983 of the Civil Rights Act of 1964 (42 U.S.C. ' 1983)

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.

Student Conduct, Rights and Responsibilities

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 you are 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 or instructor, the first step, if appropriate, is to discuss it with the instructor. Should that not be possible, however, 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. If circumstances do 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, 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 that 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 program director, 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 *Code of Student Rights, Responsibilities, and Conduct* (<http://studentcode.iu.edu/>). The Code was issued by Indiana University on August 15, 1997, provides regulations governing actions and interactions of members of the university community. The Code ensures your rights as an IU student are protected. While you're entitled to respect and civility, you also have responsibilities to the campus community. The Code outlines these responsibilities and the university's expectations for your behavior as an IU student. The Code describes the individual rights of the student to include the student's right to be free of sexual harassment (including sexual violence), racial harassment, and harassment based on sexual orientation. A page on the IUB website is dedicated to the Code and discusses rights, responsibilities and procedures.

Grievance Policy and Procedures

Indiana University has established procedures for students to follow when they believe that any of their rights, as defined in the Code of Student Rights, Responsibilities, and Conduct, have been violated by a member of the university community. Specifically, the website (<http://studentcode.iu.edu/about/index.html>) contains information about complaint procedures [(1) Complaints Against Members of the University Faculty and Administration, (2), Complaints Against Other University Employees, (3) Complaints of Sexual Misconduct, Including Sexual Harassment, Against any Member of the University Community, (4) Complaints Against Members of the University Faculty, Administration, or Other University Employees Involving Discrimination, Including Other Harassment, (5) Complaints Against Other Students, (6) Complaints Against Student Organizations, (7) Complaints by Student Organizations] and disciplinary procedures [(1) academic misconduct, (2) personal misconduct, (3) unit hearing boards, and campus review boards]. Information of the School of Education (unit) review board, or Grievance Committee, is a committee that is part of the Faculty Council. The committee receive students' grievances, conducts hearings, and makes recommendations for disposition of the cases in Bloomington to the Dean of the School of Education.

If you encounter a problem and are considering filing a grievance, meet with your advisor. Your

advisor will provide procedural guidance. If a satisfactory resolution to the problem has not been achieved, you may file a formal grievance by through the School of Education's Bloomington Student Grievance Hearing Committee (BSGHC). The School of Education's Bloomington Student Grievance BSGHC provides a five member hearing board for any student who believes that his/her rights, as defined in Part I of Indiana University's Code of Student Rights, Responsibilities, and Conduct, have been violated by a member of the faculty or administration (a grievance), or for a student wishing to appeal the action of an instructor taken in response to alleged academic misconduct taking place in a course.

After considering the appeal during a formal hearing, the hearing board votes in private and forwards its recommendation for action to the Dean of the School of Education, who makes final disposition of the appeal in the School of Education. Should the student wish to appeal further, the Code of Student Rights, Responsibilities, and Conduct provides an a venue through the Dean of Faculties for guidance in the procedures for appeal at the campus level through the Student Advocates Office in the Division of Student Affairs at 812---855---0761 or at (<https://studentaffairs.indiana.edu/student-advocates/>).

The mission of the Student Advocates Office, within the Division of Student Affairs, is to assist students in resolving personal and academic problems so that they may maintain progress toward earning a degree. We achieve our mission by helping students foster skills that will positively influence your academic experience as well as their life after IU. Our team is made up of retired IU faculty and administrators who will help you navigate the many complexities of a large academic institution such as Indiana University. The SAO is located in Eigenmann Hall West 225, on 1900 E. Tenth Street, Bloomington, IN 47406. You can call (812) 855---076, fax (812) 855---2259 or email at advocate@indiana.edu. Appointments can be made Monday through Friday, 9am---noon & 1---4:30pm. You can also call 812---856---2469 or email readvo@indiana.edu a Confidential Victim Advocate.

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. Indiana University has partnered with backgroundchecks.com to provide our students & volunteers a fast and easy way to achieve compliance with background screening requirements. The direct link is below:

<http://www.backgroundchecks.com/solutions/indianauniversity>

Performance and Proficiency Requirements

You will be evaluated frequently and in multiple ways as you progress through the program. To make satisfactory progress, you must demonstrate competence and proficiency in

all aspects of your program. Areas for evaluation include:

- Performance in classes
- Performance in assistantships
- Performance in practicum
- Performance in the qualifying process
- Performance in internship

Performance in Classes: Grades and GPA

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 grade lower than a C can be counted toward a graduate degree. No more than six (6) hours of a grade of C can be counted toward a graduate degree. **A grade lower than a B in any of the courses in the Major Requirements will result in you being required to retake the whole course (or portions of the course) that may prevent you from enrolling in subsequent program courses, which could substantially affect the timing of program completion.** Should that occur, you may be placed on probation, be required to complete remedial work, take additional time 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. These are the courses in the Major Requirements (except for P699 Internship in School Psychology):

No grade lower than a “B-“will be accepted in any of following courses:

- P596 Internship in School Psychology I
- 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

- P514 Lifespan Development: Birth to Death
- 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 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.

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 Practica

At the conclusion of each practicum that you complete, your supervisor will be asked to complete an evaluation form to assess your performance on a number of competencies. The ratings are on a five-point scale. 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.

Retention Policy

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 Policy

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 or 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, 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.)

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.
- B-** Fair achievement. 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-.

Plagiarism and Academic Dishonesty

The issue of plagiarism and academic dishonesty 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 and academic dishonesty seriously. All products produced in courses and practica are expected to be original with properly identified citations. Papers, reports, reviews, and similar documents prepared by students are assumed to be original works and are not to be plagiarized from other sources and represented as one's own, including Internet-based sites, without proper citations and credit. This principle also applies to production of original test protocols and similar materials that contain accurate information provided by the examinee.

The faculty considers plagiarism and academic dishonesty as unethical conduct. Even a single occurrence of plagiarism, academic dishonesty, or unethical conduct may subject a student to immediate dismissal from the program. Students found to have committed plagiarism or academic dishonesty 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. If consideration of dismissal should arise, students are given information on due process rights and procedures. These situations have been extremely rare, however. We are confident that our students maintain the highest level of integrity, professionalism, and ethical behavior.

Financial Aid

We recognize that funding for graduate study is a major concern for students and that it may affect decisions about which program to attend. Sources of aid may include assistantships, loans, and Work Study positions. In general, scholarships and fellowships are awarded only to doctoral students, although EdS students are eligible for some graduate assistantships. Typically, doctoral students are given priority for many sources of funding. Our EdS students compete well for research and administrative assistantships, although we cannot guarantee funding. Most often, graduate assistantships include a stipend for 10 or 12 months, tuition remission, and basic health insurance. Obtaining a position does not ensure that funding will be available during subsequent years. Reasons for not continuing in a position may include lack of funding, change in project goals and activities, or performance of a student.

Competition for assistantships often is substantial and awards are based on a number of factors, including, but not limited to, academic credentials, research or related experiences, interpersonal skills, and recommendations. In general, financial support cannot be guaranteed when a student is offered admission to the program. Awards of financial aid are not distributed until a student has been admitted into a program. Applications for aid should be made as early as possible for matriculation the following year. You may check with *Student Central on Union* for information regarding financial aid (<http://studentcentral.indiana.edu/financial-aid/index.shtml>, scu@indiana.edu, or 812-855-0321). Some applications for funding must be received before February 15th to be processed and awarded for fall of the following year. Students are also encouraged to qualify for Work Study as their chance for other awards (i.e., assistantships) is enhanced. Some awards, scholarships, jobs, assistantships, and other positions may become available and are announced via email or websites. Students may also apply for Work Study and student loans. The program faculty helps as much as possible, but students must be proactive in seeking funding.

Appendix A

Indiana University School Psychology Program Annual Student Review Summary

Name of Student:
Program Year:

Academic Year:
Advisor:

Evaluation Rubric:

3 = Performs at EXPECTED level for current level of training or experience
2 = Performs BELOW expected level for current level of training or experience
1 = Performs WELL BELOW expected level for current level of training or experience
N = Not applicable at current level of training or experience

Academic Performance:

A1	Class assignments, tasks, and projects (e.g., practice test administration)	
A2	Class participation and discussion	
A3	Oral presentations	
A4	Quality of writing, e.g., tests, projects, essays, literature review papers, etc.	
A5	Arrives to class on time	
A6	Submits assignments on time	
AA	Mean Rating for Academic Performance	

Assessment Performance:

P1	Selects and uses appropriate evidence-based psychological assessment methods	
P2	Links evidence-based assessment data to formulate conclusions	
P3	Accurately conceptualizes case for assessment purposes (e.g., develop referral questions)	
P4	Links assessment data to formulating evidence-based interventions	
P5	Effectively communicates assessment results in written and oral form	
PA	Mean Rating for Assessment Performance	

Intervention Performance:

I1	Conceptualizes intervention case based on research and referral questions	
I2	Selects evidence-based interventions to address referral questions	
I3	Evaluates interventions effectively based on sound research methods	
I4	Provides effective and appropriate intervention summaries or transition plans	

IA	Mean Rating for Intervention Performance	
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Consultation Performance:

C1	Develops effective collaborative relationships	
C2	Implements appropriate consultation model/intervention	
C3	Collaborates with consultee regarding problem identification, implementation, and monitoring	
CA	Mean Rating for Consultation Performance	

Professional Behavior:

B1	Complies with ethical and legal requirements	
B2	Demonstrates high level of professionalism in all settings (e.g., classroom, practica, internship)	
B3	Meets deadlines and responsibilities in timely and appropriate manner	
B4	Seeks and uses supervision and feedback as needed	
B5	Shows motivation and initiative	
B6	Demonstrates knowledge and sensitivity to cultural diversity and individual differences	
B7	Demonstrates commitment to learning and the scientist-practitioner model	
B8	Demonstrates internalization of professional values and attitudes of professional psychologists (e.g., social justice, advocacy, diversity, fairness, reflective practice, ethical principles)	
B9	Provides effective supervision for less experienced students	
BA	Mean Rating for Professional Behavior	

Interpersonal and Communication Skills:

IC1	Demonstrates effective interpersonal skills with colleagues, clients, parents, teachers, others	
IC2	Shows appropriate sensitivity to various backgrounds of others and avoids stereotypic, discriminatory, offensive, or otherwise inappropriate attitudes or language	
IC3	Communicates results of assessments, intervention, and consultation to others in oral and written forms in understandable language with minimal use of jargon or technical language	

ICA	Mean Rating for Interpersonal and Communication Skills	
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Research:

R1	Demonstrates skills in research design, analysis, and reporting of results	
R2	Disseminates research findings in reports, presentations, and other formats	
R3	Conducts independent or collaborative research	
R4	Critiques research from strengths and weaknesses perspectives	
RA	Mean Rating for Research	

Reflective Practice, Self-Assessment:

RP1	Self-awareness of strengths and weaknesses	
RP2	Self-monitors own performance	
RP3	Attentive to self-care	
RP4	Works to strengthen areas of weakness	
RP5	Thinks like a psychologist (scientifically and professionally)	
RPA	Mean Rating for Reflective Practice, Self Assessment	

Comments: