



Indiana University of Pennsylvania

School Psychology Program

Department of Educational and School Psychology



Handbook Updated 2019 -2020

Master's Degree in Educational Psychology
Educational Specialist Degree in School Psychology
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WELCOME

This handbook is designed to guide students who are matriculating in the Master's Degree in Educational Psychology (M.Ed.) and Educational Specialist Degree in School Psychology (Ed.S.) at Indiana University of Pennsylvania. In addition to this document, students are also urged to access the *Graduate Catalog* (see <http://www.iup.edu/graduatestudies/catalog/>) for a complete understanding of all of the requirements relating to various degree and certification requirements.

Indiana University of Pennsylvania

Founded in 1875, IUP is a vibrant, comprehensive, research-based, teaching-focused, student-centered learning community. IUP combines the academic opportunities of a large university with the highly personalized and intimate learning-centered environment of a small college. Almost 13,000 undergraduate and graduate students are enrolled in our accredited and nationally recognized programs, enjoying traditional and nontraditional classroom experiences, engaging in research and service activities with their faculty mentors, becoming lifelong learners, preparing for rewarding careers and productive lives, and developing leadership skills for effective citizenship. IUP is a Carnegie Doctoral/Research university with over 2,000 graduate students and 48 graduate programs, including 13 doctoral programs.

IUP's Civility Statement

As a university of different peoples and perspectives, IUP aspires to promote the growth of all people in their academic, professional, social, and personal lives. Students, faculty, and staff join together to create a community where people exchange ideas, listen to one another with consideration and respect, and are committed to fostering civility through university structures, policies, and procedures. We, as members of the university, strive to achieve the following individual commitments:

To strengthen the university for Academic Success, I will act honestly, take responsibility for my behavior and continuous learning, and respect the freedom of others to express their views.

To foster an environment for personal growth, I will honor and take care of my body, mind, and character. I will be helpful to others and respect their rights. I will discourage intolerance, hatred, and injustice, and promote constructive resolution of conflict.

To contribute to the future, I will strive for the betterment of the community; myself, my university, the nation, and the world.

Department of Educational and School Psychology

The School Psychology Program at Indiana University of Pennsylvania has been developed for the initial preparation and continued training of school psychologists who work with school and family-related problems of children. School psychology is seen as a specialty within the profession of psychology, and focuses on the psycho-educational abilities and development of children in the context of their individual cultural, educational, and familial experiences.

The school psychologist's role includes the prevention, assessment, and remediation of child and adolescent learning and behavior problems through direct and indirect services. Thorough knowledge of child and family development, typical and exceptional behavior, cultural influences on behavior, sound educational practice, and a wide range of diagnostic, remedial, and consultative skills are seen as essential for carrying out this role.

In this scientist-practitioner oriented program, training is provided in the context of a continuously changing research base and the evolving role expectations for school psychologists both nationally and within the Commonwealth of Pennsylvania. Both the specialist and doctoral programs are approved by the National Association of School Psychologists.

Mission Statement and Program Objectives

The School Psychology Program at Indiana University of Pennsylvania is designed to ensure that the professional school psychologist who completes the program will have the knowledge base, practitioner skills, and professional qualities necessary to provide services to children and their families and leadership in the schools and community.

In order to provide these services, the school psychologist must achieve and demonstrate competence in the following areas:

- Data-based decision-making and accountability
- Consultation and collaboration
- Interventions and Instructional Support to Develop Academic Skills
- Interventions and Mental Health Services to Develop Social and Life Skills
- School-Wide Practices to Promote Learning
- Preventive and Responsive Services
- Family–School Collaboration Services
- Diversity in Development and Learning
- Research and Program Evaluation
- Legal, Ethical, and Professional Practice

The overall program structure allows for the training of post-baccalaureate students entering the field of school psychology and practitioners wishing to change their roles within the schools. For the latter students, careful review and documentation of past training, work experiences, and current competencies are used to identify training needs and the specific program requirements essential to produce a high degree of professionalism in school psychology.

Faculty and Staff

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Admission

The School Psychology Program at Indiana University of Pennsylvania is a multiple-entry-level graduate program culminating with a master's degree in educational psychology or an educational specialist degree in school psychologist. The department also offers a Ph.D. in school psychology. Individuals with a bachelor's degree may enter the program as master's degree candidates or apply directly to the doctoral program. Students interested in additional information concerning the doctoral program are encouraged to review the Doctoral Program Handbook or contact the doctoral director. During completion of their master's level coursework, students may apply for acceptance into the school psychology degree program. Some students terminate their studies at the specialist level. Individuals who already possess a master's degree in a closely allied field from an accredited institution may apply directly to the Ed.S. program, but may be required to make up certain master's degree courses. Completion of the entire specialist program requires 72 credits beyond the bachelor's degree. Admission into all of the programs requires evidence of previous scholarship and/or potential for academic success, personal and professional qualities deemed necessary to function as a school psychologist, and motivation for professional excellence and leadership in the field.

Individuals seeking admission to the programs offered through the Department of Educational and School Psychology must complete the Graduate School application. The following application materials are required: two letters of recommendation, transcripts, Graduate Record Examination (GRE) scores for the General Test, goal statement, and application fees. After these materials have been received, applications will be reviewed and qualified applicants will be selected for interviews with the School Psychology Admissions Committee. Following these interviews, recommendations for admission will be forwarded to the Graduate School. The Graduate School will communicate admission decisions to the applicant.

Admission to the M.Ed. or Ed.S. programs are based on evaluation of undergraduate and graduate transcripts, letters of recommendation, GRE test scores, work history, professional goals, and personal characteristics as determined during the interview.

All advanced programs leading to a certificate issued by the Pennsylvania Department of Education require that candidates present Pennsylvania Criminal Record (Act 34) and Child Abuse Clearances (Act 151) as well as Act 114 (FBI Fingerprinting Record) prior to any placement in a school setting or intermediate unit. Candidates for these programs should be aware that some districts or intermediate units may not accept student placements if any criminal record is reflected on these background checks. Candidates with a criminal record, even summary offenses are asked to disclose this history to their program upon entry to the program to facilitate placement. Some serious offenses, typically involving child welfare, preclude state certification. Proof of candidate clearances must be presented to the Educational and School Psychology Department annually.

Additional information concerning the application process can be found online by visiting Graduate Admissions (www.iup.edu/admissions/graduate/). Information concerning Admission Classification and Provisional Admission for International Graduate Application can be found in the *Graduate Catalog* (see www.iup.edu/graduatestudies/catalog/).

Financial Assistance

Graduate Assistantships

IUP offers graduate assistantships to selected full-time graduate students. Duties will vary somewhat from assistant to assistant and may include support for teaching, research or assistance with research, and university service activities. Assistantships are viewed as an encouragement or reward for academic excellence rather than a means to relieve financial need.

Assistantships are offered for 20 hour, 10 hour, and 8 hour work weeks. All graduate assistantship awards must include both a stipend and a tuition dollar award. Two dollar amount awards will be made per graduate assistant, one for the stipend award and one for the tuition dollar award. Because stipend levels for assistantships may change from year to year, potential applicants should check with the Graduate School for current stipend levels (<http://www.iup.edu/graduatestudies/>).

Financial Aid

Students should consult the *Graduate Catalog* and contact the Office of Financial Aid for further information about other financial resources and services (see www.iup.edu/financialaid/).

Academic Advisement

Academic advisement is handled by the Program Coordinator. Both the advisor and the student share the responsibility of actively participating in the process of academic advisement. Students may find the following tips helpful as they work through the advising process:

- Explore your academic, career, and personal goals by devising a list of short- and long-term goals. Then track your progress on a regular basis.
- Become knowledgeable of and adhere to academic policies, procedures, and requirements.
- Utilize available resources, including those that are web-based, to monitor your academic progress.
- Be aware of graduation requirements for your major; familiarize yourself with the Graduate Catalog.
- Initiate contact with your faculty advisor early in the semester
- Come prepared to your advising sessions with a potential schedule for the upcoming semester.
- Actively participate in the advising session by asking for clarification on points you don't fully understand.
- Access and use [MyIUP](#) for academic updates, scheduling, and information gathering.
- Read your IUP e-mail and other important communication tools provided by IUP and/or your faculty advisor.
- Know the Academic Calendar. Do not miss deadlines—know when to register and when to drop/add each semester.
- Schedule courses consistent with those required for your program of study in order to meet graduation requirements.
- Accept responsibility for all academic decisions you make; your faculty advisor will present you with options.

How to Work with Your Advisor

- Learn how to read your DegreeWorks Profile in MyIUP and how to use the “what if” option.
- Consider course options before you meet your advisor.
- Become familiar with important advising dates during the semester, such as when scheduling begins, drop/add, and withdrawals deadlines.
- Learn how to use the GPA calculator in MyIUP.
- Make an appointment with your advisor early in the semester.
- Prepare a list of questions and topics to discuss with your advisor each time you meet.
- Read advising e-mails sent to you throughout the semester.

Campus Resources & Student Support

The School of Graduate Studies and Research:	www.iup.edu/graduatestudies/
Graduate Catalog:	www.iup.edu/graduatestudies/catalog/
Office of the Bursar:	www.iup.edu/bursar/
Office of the Registrar:	www.iup.edu/registrar/
Disability Support Services:	www.iup.edu/disabilitysupport/
IUP Campus Library:	www.iup.edu/library/
MyIUP:	www.iup.edu/myiup/
Applied Research Lab:	www.iup.edu/arl/
IT Support Center:	www.iup.edu/itsupportcenter/
Veterans and Service Members:	www.iup.edu/itsupportcenter/
IUP Writing Center:	www.iup.edu/writingcenter/
IUP Career and Professional Development Center:	www.iup.edu/career/
IUP Parking Services and Visitor Center:	www.iup.edu/parking/
University Police:	www.iup.edu/police/
Crisis Intervention 24/7 Hotline:	1 - 877 - 333- 2470

IUP Email

IUP offers an email account to all active students. **Your IUP email address is the primary means by which the university will contact you with official information and you should use for all IUP official communications. It is your responsibility to check your IUP email regularly.** Visit www.iup.edu/itsupportcenter/howTo.aspx?id=23401 to learn more about setting up this account.

For more information regarding University policy on email communication, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Graduate Student Assembly

The Graduate Student Assembly (GSA) represents the graduate student body's interests at IUP and within the Indiana community. The GSA makes recommendations related University-wide and graduate-specific policies and in areas of concern in the cultural, intellectual, and social life of the part- and full-time graduate student. Visit www.iup.edu/graduatestudies/gsa for more information.

Degree Programs

Master's Program

The *Master's Degree in Educational Psychology* is designed for those who plan to pursue certification in school psychology after the master's degree or for students who desire the master's as a terminal degree. The program includes a minimum of 36 credits, culminating in the Master's of Education (M.Ed.) degree. All students complete coursework in educational and general psychology; individual differences; the cognitive, affective, and social bases of behavior; behavioral studies; research; and electives. Specific

course requirements can be found in the Program of Study section of this document and are available on the department website (www.iup.edu/schoolpsychology). Students must maintain a grade point average of at least 3.25 and a grade of B or better in all department courses. Department courses are identified by their assigned prefix code of EDSP in the title. Students must also maintain a grade point average of at least 3.25 in the master's program in order to be eligible to apply for the school psychology specialist degree program. Continuous enrollment of a minimum of 6 credits per semester and 6 credits per summer session is required for the M.Ed. degree unless waived by the Coordinator of the Certificate Program and the School Psychology Committee.

M.Ed. Course Sequence

Fall

EDSP 789	Advanced Psychometric Theory
EDSP 711	Introduction to School Psychology
EDSP 755	Practicum in School Psychology (1 credit)
EDEX 650	Exceptional Children & Youth
Elective #1	

Spring

EDSP 746	Academic Interventions
EDSP 813	Academic Assessment
GSR 615	Elements of Research
EDSP 755	Practicum in School Psychology (2 credits)

Summer

EDSP 705	Multicultural Issues in Schools and Communities
EDSP 747	Psychology of Human Development
EDSP 748	Fundamentals of Behavior Change
Elective #2	

Educational Specialist Program

The *Educational Specialist Degree in School Psychology* program is designed to provide the student with specific clinical skills necessary to function as a school psychologist. The program includes a minimum of 36 credits beyond the M.Ed. degree, culminating in an Educational Specialist (Ed.S.) degree. Courses focus on the multiple roles of the school psychologist, including counseling, assessment, intervention, consultation, exceptionalities, law/ethics, and the use of psychological skills in multicultural educational settings. Specific course requirements can be found in the Program of Study section of this document and are available on the department website (www.iup.edu/schoolpsychology). The certification program includes a number of practica experiences and an internship that encompass a minimum of 1,200 hours, at least half of which must occur in a school setting. All internship hours and activities must be completed within one year of the first internship term. For example, if the internship began in fall term, all activities and hours must be completed by the end of the fall term that occurs one year from the original term. Failure to complete all hours and activities by that date will result in an F grade and a

requirement to take another three credits of EDSP 852. In the event of unusual circumstances, the faculty member in charge of that section of internship may request an extension for the student with the Registrar. Students who desire to complete the internship on a part-time basis must request permission to do so from the School Psychology Committee. No more than 24 months would be allowed for the completion of a part-time internship. If approved, the sequence of internship requirements and the scheduling of credits may be altered. Students must maintain a grade point average of at least 3.25 and a grade of B or better in all department courses. Department courses are identified by their assigned prefix code of EDSP in the title. Continuous enrollment in a minimum of 9 credits per semester and 6 credits per summer session is required for the certification program unless waived by the Coordinator of the Certification Program and the School Psychology Committee.

Ed.S. Course Sequence

Fall

EDSP 745	Counseling for School Psychologists
EDSP 812	Cognitive Assessment
EDSP 863	Assessment of Personality and Behavior
EDSP 755	Practicum in School Psychology (2 credits)

Spring

EDSP 760	Group Counseling for School Psychologists
EDSP 814	Advanced Assessment of Low Incidence Disabilities
EDSP 818	Consultation in Applied Settings
EDSP 849	Advanced Practicum in School Psychology & Supervision
EDSP 755	Practicum in School Psychology (1 credit)

Summer

EDSP 717	Evaluate Effectiveness of Program Intervention
EDSP 849	Advanced Practicum in School Psychology & Supervision

Fall

EDSP 852	School Psychology Internship for Certification Students
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Spring

EDSP 852	School Psychology Internship for Certification Students
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Certificates and/or Certification and/or Licensure

Students who complete the Ed.S. degree program are eligible to apply for educational specialist certificate in school psychology through the Pennsylvania Department of Education. Students are also eligible to apply for the Nationally Certified School Psychologist credential through the National Association of School Psychologists (see <http://www.nasponline.org/standards-and-certification/national-certification/why-become-an-ncsp>).

Course Descriptions

EDSP 705 Multicultural Issues in Schools and Communities 3CR

Designed to assist students in developing the concept of culture and examine its influence on psychological development, interpersonal interactions, and functioning within the contexts of family, school, and community. The course includes topics regarding how persons are acculturated and how being a member of a minority culture affects participation in societal structures. An explication of how bias and prejudice against persons of minority status develop and impact societal institutions (e.g., schooling) will be provided. Special emphasis will be given to issues related to the needs of English-language learners (ELLs).

EDSP 711 Introduction to School Psychology 3CR

The professional responsibilities of the school psychologist are explored in relation to ethical and legal aspects, state and federal litigation and legislation, dynamics and organization of regular and special education, issues in multicultural and exceptional child education, and provision of assessment, placement, and intervention services in the public schools. Prerequisite: Permission of instructor.

EDSP 717 Evaluating the Effectiveness of Program Interventions 3CR

This course provides an overview of the application of the issues, theories, models and techniques of evaluations, measuring variables, analyzing data, reporting findings, and using results for evaluating and improving intervention programs.

EDSP 745 Counseling for School Psychologists 3CR

This course introduces students to the knowledge, techniques, skills, and processes basic to initiating, conducting, and terminating an effective counseling relationship with emphasis on the school setting. The course will expose students to a wide variety of conceptual models, but the focus will be on problems typically beginning in childhood and/or adolescence.

EDSP 746 Academic Interventions 3CR

This course provides an in-depth examination of developmental, cognitive, and interactionist learning theories as they apply to classroom instruction. Emphasis is placed on direct application of theory to the improvement of classroom instruction and the relationship of learning and motivation.

EDSP 747 Psychology of Human Development 3CR

Students will explore child development from conception through adolescence. The course includes a survey of growth, adaptation, and developmental patterns with implication for academic, emotional, and social learning. Cognitive, emotional, social, and physical development, are explored, emphasizing the interactive effects of the person's environment, developmental level, and psychological state. The course will be organized in a topical manner and includes basic concepts of theories of child development, applied directions of child development, biological foundations of development, prenatal development, physical growth, as well as cognitive and language development.

EDSP 748 Fundamentals of Behavior Change 3CR

Examines behaviors encountered in a variety of settings, including homes, schools, workplaces, and community settings, from the perspective of a functional analysis of behavior. Foundational principles of applied behavior analysis and behavior change procedures will be the basis of the course. Students will develop competencies related to analyzing prosocial and problematic behavior and implementing

behavior plans appropriate for individuals and groups within multiple contexts via a case study project.

EDSP 755 Practicum in School Psychology 1-3CR

Provides school psychology students with an opportunity to apply and further develop professional competencies acquired through coursework and training. Students are directly supervised in practicum experiences as they apply these skills in the university clinic, schools, mental health facilities, and other appropriate settings, thus preparing them for the independent practice of psychology in various settings.

EDSP 760 Group Counseling for School Psychologists 3CR

This course focuses on group counseling techniques for school psychologists. Group counseling theory, process, and evidence-based interventions will be discussed within the context of the law and ethics of the profession of school psychology.

EDSP 789 Advanced Psychometric Theory 3CR

The purpose of this course is to help students obtain knowledge and understanding of the components of psychometric theory and to develop analysis, synthesis, and evaluation skills which will allow them to deal with existing instruments, refine existing measurement instruments, and develop new instruments.

EDSP 812 Cognitive Assessment 3CR

Provides school psychology students with the knowledge and skills needed to administer, score, and interpret selected individually administered tests of intelligence.

EDSP 813 Academic Assessment 3CR

Provides school psychology students with the knowledge and skills needed to administer, score, and interpret selected individually administered tests of academic skills.

EDSP 814 Advanced Assessment for Low Incidence Disabilities 3CR

Provides the school psychology student with the knowledge and skills needed to administer, score, and interpret selected individually-administered tests of cognitive, academic, adaptive, and developmental functioning in populations with low incidence disabilities (e.g., Developmental Delays, Autism Spectrum Disorders, Speech or Language Impairment, Intellectual Disabilities, Visual Impairment, Physical Impairment, Traumatic Brain Injury). Students will become familiar with multi-cultural issues related to the assessment and diagnosis of low incidence populations.

EDSP 818 Consultation in Applied Settings 3CR

Reviews the basic principles of the consultative process as applied to working in applied settings. Students will be expected to demonstrate skill in consultative interviewing regarding client problems; problem identification; the use of assessment data; and intervention design, implementation, and evaluation in schools and other applied settings. Theory, research, and practice as related to consulting in individual and group settings will be addressed.

EDSP 849 Advanced Practicum in School Psychology and Supervision 3CR

This course involves a series of opportunities for students to practice clinical and supervisory skills in a highly structured university clinic setting. Based on the level of training and experience, students are required to demonstrate distinct skills related to (1) organization and dynamics of the educational process; (2) assessment for intervention; (3) direct and indirect intervention methods; and (4) supervision of the clinical practice of other school psychologists. Students enrolling in EDSP 849 will enroll twice for

a total of 6 semester hours, while doctoral students enrolling in EDSP 949 will enroll for 3 semester hours. Students must earn a grade of B or better in order to advance in the program.

EDSP 852 School Psychology Internship for Certification Students 3CR

EDSP 852 involves a supervised field experience in a public school setting for a minimum of two consecutive semesters, three credits each semester, which are typically taken immediately after the student’s last term of coursework. Students must accumulate a minimum of 1200 clock hours during their internship experience. Throughout this experience, students will have the opportunity to apply their understanding and skills in the general practices of school psychology, which has been developed throughout their courses in the program.

EDSP 863 Assessment of Personality and Behavior 3CR

This course provides an introduction to personality and behavioral assessment techniques.

EDEX 650 Education of Exceptional Persons and Youth 3CR

Surveys characteristics, definition/identification, and service delivery models for children and youth with disabilities or who are gifted/talented. Considers state and federal policies governing special education program service delivery, as well as the legal rights of individuals with disabilities.

GSR 615 Elements of Research 3CR

Selection of a research problem, data collection, types of research, research reports, and use of the library and computer in connection with research problems are studied. Elements of statistics are introduced. This course provides background for preparation of the thesis and enables the student to become an intelligent consumer of products of academic research. Required for all students working toward the M.Ed. degree.

Evaluation of Students

As a group, faculty members formally review student performance with regard to both academic and professional behavior standards on the following schedule:

First Year Students	In the latter part of fall semester In the middle of spring semester Candidacy review
Second Year Students	In the latter part of fall semester In the middle of spring semester prior to internship assignment
Third Year Students (Internship)	As part of internship supervision. Formal review if weaknesses are noted by internship supervisor and/or faculty supervisor.

Other Evaluation Formats

Application process for certification program	Spring of first year
Certification comprehensive examinations	Spring of second year
Internship field supervisor report forms	After each semester of internship
Student portfolio	Conclusion of each semester
Praxis Examination	After second year of coursework in certification program

Knowledge and Skills Standards

Courses taken in the School Psychology Program are intended to educate students in the 10 areas of school psychology training and practice listed in the Program Objectives section of this handbook. Faculty grading in courses related to these domains represent the individual faculty member's evaluation of the student in that domain. Students are also expected to maintain an electronic portfolio of examples of their best work in both courses and field placements.

Professional Behavior Standards

In addition to mastery of these areas of formal course content, students are also expected to demonstrate professional, ethical, and interpersonal behavior in keeping with the professional standards of school psychology. The following exemplars illustrate professional dispositions that are considered critical for adequate progress and performance in the program:

Ethics

- Demonstration of knowledge/application of APA/NASP Ethical Guidelines.
- Demonstration of knowledge/application of other statutes regulating professional practice.
- Demonstration of concern for client welfare.
- Demonstration of appropriate client-school psychologist relationships.

Professional Deportment

- Appropriate manifestation of professional identity, as demonstrated by attire and behavior judged by practica, internship, and other field-based partners to be appropriate for educational settings.
- Appropriate involvement in professional development activities (e.g., professional associations)
- Appropriate interaction with peers, colleagues, staff, trainees, etc.
- Awareness of impact on colleagues (faculty and students).
- Completion of assigned tasks in a timely fashion and in an acceptable format.

Sensitivity to Client Issues.

- Acknowledgment and effective interactions with:
 - children
 - parents
 - teachers
 - school administrators
 - other school staff (e.g., social workers, counselors, therapists, etc.)
 - sensitivity to the needs, resources and priorities for individuals from different cultural backgrounds (including differences in SES, sex, age, disability, sexual orientation, race, etc.)

Use of Supervision

- Appropriate preparation.
- Accepts responsibility for learning.
- Openness to feedback/suggestions.
- Application of learning to practice.
- Willingness to self-disclose and/or explore a personal issue which affects professional functioning.
- Appropriately self-reliant.
- Appropriately self-critical.

Other Training Issues

- Effective management of personal stress.
- Lack of professional interference because of own adjustment problems and/or emotional responses, as reflected by ability to maintain appropriate level of concentration, focus, and commitment to graduate study and professional demeanor in academic, social, and field-based settings.
- Formulation of realistic professional goals for self.
- Appropriate self-initiated professional development (e.g., self-initiated study).

If performance is less than satisfactory, feedback will be provided to the student immediately following the evaluation process and a performance enhancement plan will be developed.

Performance Enhancement Plan

Students who are identified by faculty members as demonstrating weakness in the areas of clinical competencies, personal maturity and interpersonal skills, or academic aptitude and coursework (see Table 1 for details) will be asked to meet with their faculty advisor. Unless the presenting problem is severe enough to require immediate withdrawal from the program, a performance enhancement plan will be developed at this meeting. This plan will be based on the weakness identified and will be mutually agreed upon by the advisor, other faculty members (if appropriate), and the student. Success of the plan will be evaluated no less than six weeks after the plan is implemented and feedback given to the student. If the plan has not been successful, the student's performance will again be submitted to the faculty as a group for further decision-making and recommendations.

Table 1. Department of Educational and School Psychology: Student Review Rubric

Professional Skills	Description	1	2	3	4	n/a	Comments
Ethical Behavior	Demonstration of knowledge/application of APA/NASP ethical guidelines and professional standards for practice; demonstration of knowledge/application of other statutes regulating professional practice; demonstration of concern for client welfare; demonstration of appropriate client-school psychologist relationships.						
Personal Maturity & Interpersonal Skills	Recognizes personal limitations; reacts in emotionally appropriate manner in difficult situations; recognizes own biases and assumptions about human behavior; is authentic, sincere, and able to admit mistakes; demonstrates a sincere interest in the welfare of others; demonstrates receptiveness to feedback, possesses the ability to be self-reflective; demonstrates professional behavior; is psychologically healthy; is sensitive to multicultural issues; establishes, maintains, and respects boundaries.						
Academic Aptitude and Coursework	Communicates ideas well orally and in writing on reports, summaries, and case studies; shows openness to new learning experiences; is ethically and morally grounded in laws and procedures; is prepared for class and practices outside of class; is appropriately self-disclosing; integrates knowledge, skills and self; prompt in turning in assignments, participates successfully and fully in group projects; demonstrates evidence of achieving class goals, participates in class with minimal absences/lateness.						
Supervision	Demonstrates a willingness to learn through active participation in individual, small group and other supervisory situations and a willingness to receive feedback; adheres to professional ethics and legal standards; shows professionalism; demonstrates the ability to conceptualize and reflect upon assessment and intervention skills; demonstrates awareness of self and others.						

If the deficiencies are not overcome, the student's participation in the program may be terminated. A recommendation for termination may occur at any time during the student's program by a two-thirds vote of the School Psychology faculty, based on a recommendation from the student's advisor or dissertation committee.

The student may make a request, in writing, for a hearing before the School Psychology Committee prior or subsequent to the recommendation for termination decision.

Students are advised to be fully aware of procedures and requirements of the Graduate School regarding grading, continuation in a program, disciplinary regulations, and academic honesty.

Degree Completion

In addition to completing the required coursework, students enrolled in the Ed.S. program must also successfully complete the following requirements.

Comprehensive Examinations

Prior to completing the specialist level school internship, as students near the completion of their practicum experiences and coursework (typically late May of their second year), students complete a two-day comprehensive examination designed to assess their mastery of knowledge in areas relevant to the practice of school psychology. These areas include: Data-based Decision Making; Socialization and Student Diversity; Professional School Psychology; Learning and Consultation; Research and Program Evaluation; and Counseling, Prevention, Crisis Intervention, and Mental Health. Each examination is graded as “pass,” “pass with reservation,” or “fail.” Faculty grading these examinations provide feedback to students approximately two weeks after the examination is completed. Students pass the examination when all area examinations receive a passing grade. Any examination in which a “pass with reservation” is earned must be remediated through an individual plan with the faculty member responsible for that area. Students must re-take any individual examination in which they receive a failure rating. Failure in any three areas, or any combination of four “pass with reservations” or “fail,” will be considered a failure of the entire comprehensive examination. Successful completion of the examination is a prerequisite for beginning the specialist internship. All deficiencies of any type must be made up before the student begins internship. Students who do not pass the comprehensive examination after two attempts will be referred to the School Psychology Committee, which will consider various actions including additional coursework, termination from the program, etc. Further guidelines about these examinations may be found on the department website (www.iup.edu/schoolpsychology).

Praxis II Examinations

The Commonwealth of Pennsylvania requires that students also earn passing scores on the Praxis II Specialty Area Test/School Psychology. The Praxis II examination may be taken at any time after the student completes the comprehensive examination. Students must successfully pass the Praxis II Specialty Area Test/School Psychology in order to complete the Ed.S. program.

For more information regarding School of Graduate Studies and Research Policy on grading, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

University Policy and Procedure

University policy is the baseline policy. Programs may have policy that is more stringent than the University baseline policy; however, not less stringent than the University baseline policy. For questions regarding this statement, please contact [Program Coordinator] or the School of Graduate Studies and Research.

Academic Calendar

View the IUP Academic Calendar: www.iup.edu/news-events/calendar/academic/

Academic Grade Appeal Policy

For Information regarding the Grade Appeal policy, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Academic Integrity

For more information, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/
The Source: A Student Policy Guide: www.iup.edu/studentconduct/theforce/

Academic Status and Satisfactory Academic Progress

For more information, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Affirmative Action

Indiana University of Pennsylvania is committed to providing leadership in taking affirmative action to attain equal educational and employment rights for all persons, without regard to race, religion, national origin, ancestry, sex, physical handicap, or affectional or lifestyle orientation. This policy is placed in this document in accordance with state and federal laws including Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973 as well as federal and state executive orders. This policy extends to disabled veterans and veterans of the Vietnam era. Please direct inquiries concerning equal opportunity to: Office of the Provost, 205 Sutton Hall, 1011 South Drive, IUP, Indiana, PA 15705-1046 U.S.A.

Bereavement-Related Class Absences

For Information regarding the Bereavement-Related Class Absences policy, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Graduate Fresh Start Policy

A graduate student who has been separated from the university as a result of academic dismissal, including time-to-degree dismissal, may only apply for readmission to the University if the student has been separated from the university, for a minimum of two calendar years (24 consecutive months) from the date of dismissal. The request to be considered for readmission to the University must be into a graduate program, and readmission to the program from which the student was dismissed may not be sought. A student dismissed as a result of an academic integrity violation is barred from utilizing the Graduate Fresh Start Policy to request readmission.

Conditions for a Graduate Fresh Start Application

A graduate student may apply for a Graduate Fresh Start only if he/she meets all of the following conditions:

- he/she was academically dismissed, including time-to-degree dismissal from an IUP graduate program;
- he/she has been separated from the university for a minimum of two calendar years (24 consecutive months);

- he/she applies for readmission consideration to a graduate program at IUP, excluding the program from which the student was academically dismissed.

The graduate student must apply to the desired program through the standard Admissions process. Having reviewed the prior and intervening factors for evidence of potential for improved academic success, the program coordinator, after departmental review, may recommend to the Dean of Graduate Studies and Research that the student be readmitted to the University and admitted to the program. The Dean's decision is final and is not subject to appeal.

Conditions for a Graduate Fresh Start Record

All credits and grades for IUP course work taken before readmission under this Graduate Fresh Start Policy shall remain on the transcript. Upon readmission, a new cumulative (GPA) is established based on credits and grades earned from the date of readmission. Individuals may seek readmission to the University through the provisions of this policy only once.

Prior Record

The student's graduate record will be identified as a Graduate Fresh Start. No graduate credits earned from the program in which the student was dismissed are permitted to be transferred to the Graduate Fresh Start sought degree. Any other transfer credits must meet the IUP Transfer Credit Policy.

Students seeking a degree under the Graduate Fresh Start are not permitted to repeat a previously taken course from the program in which the student was dismissed and have it count towards improving the previous CGPA that was prior to readmission. Any course repeat(s) will be counted as a course taken under the Graduate Fresh Start and applied solely to the new degree sought and new cumulative GPA.

Academic Standards

A student who is readmitted under the provisions of the Graduate Fresh Start Policy shall be required to meet current degree requirements. He/she shall be academically reviewed under the policies published in the academic catalog at the time of re-matriculation. Students readmitted to the University under this policy and who were dismissed initially by exceeded time-to-degree requirements may not be granted extensions of time-to-degree requirements.

Graduation Graduate Residency Requirement Policy

Graduate Students

1. For master's students, at least 2/3 of the credits meeting program requirements must be taken from the University offering the degree.

Note that these set the minimum number of credits that must be taken "in residence" and that universities can limit the number of hours that will be allowed to transfer into a graduate program.-

Active-duty service members who are graduate students will be handled on a case by case basis.

Exceptions are to be approved by the Office of the Chancellor's Division of Academic and Student Affairs.

Program Level Exams Appeal Policy

Appeals for Program Level Exams such as, candidacy, comprehensive, or qualifying examinations, are made to the Dean of the School of Graduate Studies and Research (SGSR) based on policy and/or procedural violations. The appeal can be based only on policy and/or procedural violations; and not simply on the outcome of the examination. Procedural violations would be cases in which the program / department failed to follow program/ department and/or University policies and/or procedures relating to the administration and/or evaluation of the exam.

*The appeal must be made in writing to the Dean of the School of Graduate Studies and Research. Documentation of the policy(ies)/procedures in question must be provided, along with a detailed description of the alleged violation(s). All evidence supporting the alleged violation should also be provided. The student must submit the written appeal to the Dean of the SGSR within **30** days of receipt of the outcome of the examination.*

*Upon receipt of the written appeal to the Dean of the SGSR, the Dean will conduct an investigation of the allegation, review the documentation and render a final decision **which completes the appeal process. The final decision rendered by the Dean of the SGSR may not be appealed.***

If it is found that policy/ and/or procedure has been violated, the Dean of the SGSR will instruct the program/ department to allow the student to retake the exam, fully adhering to policy and procedures. In the event of a finding in support of the student allegation, the reexamination may not be counted as one of the attempts permitted under the University or Department's Reexamination Policy.

Reexamination Policy: Candidacy/Comprehensive Examination

No student is permitted a "third" examination without a recommendation to that effect from the degree program's sponsoring department per their adopted written procedures and the approval of the School of Graduate Studies and Research Dean (or designee). Exceptions to this policy for programs can be made only with the approval of the School of Graduate Studies and Research.

Registration

<http://www.iup.edu/registrar/students/registration/>

For more information regarding registration and tuition billing, please contact the Office of the Bursar: www.iup.edu/bursar/

Social Equity

The Office of Social Equity: www.iup.edu/social-equity/

For more information regarding University policy, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Student Conduct

Policies from the Office of Student Conduct: www.iup.edu/studentconduct/policies/
(IUP Email Communication Policy, Student Behavior Regulations, The Source, Student Rights and Responsibilities, etc.)

Time Limitations

Masters students must complete degree requirements no later than five years from the date of earning or transferring credit, unless the period is extended through student petition. Petitions are approved by the student's department and the dean of the School of Graduate Studies and Research.

For more information regarding School of Graduate Studies and Research policy on registration, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Time-to-Degree Masters/Doctoral Dismissal Appeal Policy

A student dismissed from a program because of time-to-degree expiration (see Time Limitations policy) can appeal the decision to the Dean of the School of Graduate Studies and Research (SGSR), based on policy and/or procedural violations. The appeal can be based only on policy/procedural violations.

*The appeal must be made in writing to the Dean of the School of Graduate Studies and Research. Documentation of the policy(ies)/procedures in question must be provided, along with a detailed description of the alleged violation(s). All evidence supporting the alleged violation should also be provided. The student must submit the written appeal to the Dean of the SGSR **within 30 days** of receipt of the dismissal letter.*

*Upon receipt of the written appeal to the Dean of the SGSR will conduct an investigation of the allegation, review the documentation and render a final decision **which completes the appeal process. The final decision rendered by the Dean of the SGSR may not be appealed.***

If it is found that policy/and/or procedure has been violated, the Dean of the SGSR will rescind the dismissal.

- a. Masters student time limitation (see Time Limitations policy) may be extended through student petition to the Assistant Dean of the SGSR. The program coordinator on behalf of the student, no later than the first day of the month of the student's time-to-degree expiration date, makes*

the request to the Dean (or designee) of the SGSR. The request must include justification for the extension. Official documentation to justify the request for the extension and the amount of time will be required by the Dean (or designee) of SGSR to support the request.

- b. Doctoral candidate time limitation (see Time Limitations policy) may be extended through student petition. The program coordinator on behalf of the student, no later than the first day of the month of the student's time-to-degree expiration date, makes the request to the Dean (or designee) of the SGSR. The request must include justification for the extension. Official documentation will be required to justify the requests for the extension and amount of time by the Dean (or designee) of the SGSR to support the request.*

No time extensions are considered for doctoral students unless all degree requirements other than dissertation (including the approval of the research topic and IRB, if needed) have been completed by the expiration of the seven-year time limit (see Time Limitations policy).

Title IX Reporting Requirement

For more information regarding Title IX Reporting Requirement policy, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Transfer of Credits (Effective fall 2017) Policy

A student may transfer graduate credits from another institution, with Department approval, up to one third (1/3) of the required credits for the graduate student's program at IUP. These graduate courses must have been taken from a regionally accredited institution, within the past five years, and the grade earned must be a "B" or its equivalent or better. The time limitation rule and residency requirements pertain without modification to transfer credits.

Up to one third (1/3) graduate credits originally earned in one graduate program at IUP may be applied toward a different graduate program if: 1) the receiving department and 2) the School of Graduate Studies and Research both approve the credits as meeting degree requirements. These courses must have been completed within the past five years, and the grade earned must be a "B" or its equivalent or better.

The combination of transfer graduate credits earned at another institution and those earned at IUP may not exceed one third (1/3) of the total required graduate credits for the program.

To request transfer credits, the student must complete the Request for Graduate Transfer Credit Review form and follow the instructions listed on the form. A catalog course description or course syllabus must accompany the request. An official graduate transcript showing the earned graduate credits must be provided by the school at which

the credits were taken. To be considered official, the transcript must arrive in a sealed envelope bearing the official seal of the issuing institution. The request is reviewed in the School of Graduate Studies and Research and the academic department. After review, the student's program coordinator and the student are notified of the transfer decision.

It is strongly recommended that students seeking to transfer graduate credits from another institution while enrolled at IUP receive advance written authorization for credit acceptance from the School of Graduate Studies and Research and the academic department prior to enrolling in that course.

If graduate credits earned at another institution are approved for transfer, only the credit, not the grade or accompanying quality points, will appear on the student's IUP transcript.

Graduate credits earned at IUP that are approved for transfer to a second program will not be posted to the transcript a second time.

For more information regarding School of Graduate Studies and Research policy on transfer credits, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/
Access forms processed through the School of Graduate Studies and Research, click on *Current Students*: <http://www.iup.edu/graduatestudies/>

Research

Insert any information regarding research support for your students.

Applied Research Lab: www.iup.edu/arlab/

For more information, visit the website of the School of Graduate Studies and Research, click on *Research*: www.iup.edu/graduatestudies/

Student Rights and Responsibilities

For more information regarding student rights and responsibilities, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Signature Page

My signature below indicates that I am responsible for reading and understanding the information provided and referenced in this department/program student handbook.

_____ [please initial] I understand my program coordinator may share this document with the School of Graduate Studies and Research.

Print Name

Signature

Date

Submit to Mrs. Diana Fatula by 8/31/19

The Department of Educational and School Psychology will keep this signed document on file.