

EdS in School Psychology-NewPrg-2017-11-30

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Form Information



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- ***If DUAL LISTED list BOTH courses in the page title***

Second Step: Click “SAVE” on bottom right

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**Indicates a required field*

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Program Level:*	graduate-level
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Rationale for Program Creation

(A) Why is the program being proposed?*

The Educational Specialist (Ed.S.) degree in School Psychology is being proposed for a number of reasons. First, the Educational and School Psychology Department (EDSP) has recently undergone a significant revision to our doctoral program and associated coursework that includes many courses taken by our master's and certificate students. Thus, a program revision is necessary to update our course sequence and requirements. Second, EDSP is seeking to remain current with other school psychology training programs in both PA as well as across the United States.

The IUP School Psychology Program is a nationally approved, specialist-level program requiring three years of full-time continuous study. Currently, the program is 69 credit hours in length. The first 36 semester hours comprise the work for the M.Ed. in Educational Psychology, followed by an additional 33 credit hours of post-Master's coursework at the specialist level. At the successful completion of the program, students receive a Certificate of Advanced Graduate Standing (CAGS) in School Psychology rather than the typical academic degree associated with the School Psychology profession, the specialist degree (Ed.S.). In fact, among the non-PASSHE Pennsylvania training programs, the IUP School Psychology Program remains one of two programs not awarding the Ed.S. degree. As a 69 credit hour program fully accredited at the specialist level by the National Association of School Psychologists (NASP), the program is qualified to offer the Education Specialist (Ed.S.) degree without any resource or curriculum changes.

History and Background of the Educational Specialist (Ed.S.) degree

The Ed.S. is a formal academic degree awarded by colleges and universities to reflect graduate training between the Master's and doctoral levels. The proposed Ed.S. is expected to significantly assist our graduates in fulfilling the academic mission of the university by strengthening their credibility and range of influence in both service and leadership roles at local, state, and national levels. Importantly, our department's mission embraces a focus on the personal as well as professional development of the individual. We believe the Ed.S. degree will contribute to the students' sense of accomplishment and confidence to serve others in the professional capacity for which they have been well prepared. Accordingly, the Department of Educational and School Psychology is requesting that upon successful completion of the program, School Psychology students' academic preparation be appropriately recognized with the Ed.S. degree in School Psychology.

The training standards utilized for the preparation of School Psychologists in the United States are regulated by NASP, the only nationally recognized accreditation body addressing the preparation of non-doctoral School Psychologists. Through the years, the NASP standards for accreditation have evolved and expanded, particularly related to the entry-level degree requirements. Through each revision of the standards, the IUP School Psychology Program has maintained full NASP approval at the specialist level since 1991. In 1978, NASP first began endorsing specialist-level training for the entry-level practice of School Psychology (Little & Rodemaker, 1997). Following NASP's recommendation, most graduate training programs expanded the curriculum of existing Master's degrees, established certificates to recognize their students' post-Master's specialist-level training (e.g., CAGS) or formally introduced either the Ed.S. or Psychology Specialist (Psy.S.) degrees. At the time, IUP chose the second of these three options (i.e., CAGS). Since then, the majority of School Psychology programs across the country have further upgraded to the formal Ed.S. or Psy.S. degree. Although the content of NASP-approved Master's/CAGS and Master's/Ed.S. programs is virtually the same, some states do require the formal specialist degree for credentialing and remuneration (Fagan, 2014; Little & Rodemaker, 1997).

(B) Identify ALL Program Student Learning Outcomes

(SLO).*

The School Psychology Program at Indiana University of Pennsylvania is approved by the National Association of School Psychologists (NASP). Consequently, the Student Learning Outcomes for the Educational Specialist Degree are directly aligned with the knowledge and skills required by the NASP training standards for professionals entering the field. The program 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 and leadership within the schools and community to children and their families.

Students in the Ed.S. in School Psychology program will:

Data-Based Decision Making and Accountability

1. Demonstrate knowledge of varied methods of assessment and data-collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.
2. Demonstrate skills needed to use psychological and educational assessment and data collection strategies, and technology resources, and apply results to design, implement, and evaluate response to services and programs.

Consultation and Collaboration

3. Demonstrate knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services.
4. Demonstrate skills needed to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.

Interventions and Instructional Support to Develop Academic Skills

5. Demonstrate knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies.
6. Demonstrate skills needed to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

Interventions and Mental Health Services to Develop Social and Life Skills

7. Demonstrate knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies.
8. Demonstrate skills needed to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

School-Wide Practices to Promote Learning

9. Demonstrate knowledge of school and systems structure, organization, and theory; general and special education; and empirically supported school practices that promote academic outcomes, learning, social development, and mental health.
10. Demonstrate skills needed to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

Preventive and Responsive Services

11. Demonstrate knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and empirically supported strategies for effective crisis response.
12. Demonstrate skills needed to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

Family-School Collaboration Services

13. Demonstrate knowledge of principles and research related to family systems, strengths, needs, and culture; empirically supported strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools.
14. Demonstrate skills needed to design, implement, and evaluate services that facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.

Development and Learning

15. Demonstrate knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, individual, and role differences; and empirically supported strategies to enhance services and address potential influences related to diversity.
16. Demonstrate skills needed to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds, and across multiple contexts with recognition that an understanding and respect for diversity in development and advocacy for social justice are foundations for all aspects of service delivery.

Research and Program Evaluation

17. Demonstrate knowledge of research design, statistics, measurement, varied data-collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.
18. Demonstrate skills needed to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and systems levels.

Legal, Ethical, and Professional Practice

19. Demonstrate knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.
20. Demonstrate skills needed to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

Individual and Cultural Diversity*

21. Demonstrate that they recognize in themselves and others the subtle racial, class, gender, cultural and other biases they may bring to their work and the way these biases influence decision-making, instruction, behavior and long-term outcomes for students.
22. Demonstrate an ability to help staff members, professionals, and community members understand the unique needs and characteristics of multicultural and diverse populations with regard to learning, social, emotional and behavioral outcomes in educational settings.

<p>(C) Implications of the program on other programs and the Students:*</p>	<p>The proposed Ed.S. in School Psychology Program replaces the current Certificate in School Psychology being offered by EDSP. There are no known impacts on other programs.</p> <p>Graduates of the IUP School Psychology Program enter a field consistently ranked among the top careers in the country (U.S. News & World Report, 2008), with an average salary greater than \$60,000. The job market for the foreseeable future is extremely promising. Currently, there is a "critical" national shortage of school psychologists available to meet student needs (Davis, McIntosh, Phelps, & Kehle, 2004). Estimates suggest that as many as 9,000 school psychology positions go unfilled annually (NASP, 2008), with some notable experts predicting that the shortage will continue "indefinitely" (Fagan, 2014).</p>
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Proposed Program Information

<p>(D) Proposed Program Title*</p>	<p>Educational Specialist (Ed.S.) Degree in School Psychology</p>
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<p>(E) Proposed Narrative Catalog Description*</p> <p><i>If copying pasting from a current catalog entry, please paste into Word or Notepad first to eliminate potential issues with formatting or special characters in the text.</i></p>	<p>The Ed.S. in School Psychology is designed to provide the student with specific clinical skills necessary to function as a school psychologist. This program is approved by the National Association of School Psychologists (NASP).</p> <p>Courses focus on the professional practices and services provided by the school psychologist, including data-based decision making, school-wide practices to promote learning, consultation and collaboration, prevention and crisis intervention, academic intervention, mental health services, family-school collaboration, law/ethics, and the use of psychological practices in multicultural educational settings. Coursework is closely aligned with the NASP Model for Comprehensive and Integrated School Psychological Services.</p>
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Attach a Word document containing the proposed program requirements.

Please clearly label the attachment as Program Requirements



Program Require...Psychology.docx

(G) Supporting Documents*

Please attach a document with a summary of all proposals.



Summary of Proposals.docx

Please scroll to the top and click the Page Status if you are ready to take action on the workflow.
Please submit an ihelp if you have any questions <http://ihelp.iup.edu>