SCHOOL PSYCHOLOGY

EDUCATIONAL SPECIALIST PROGRAM HANDBOOK

2022-2023

Department of Applied Clinical and Educational Sciences

Indiana State University

The student is responsible for knowing and observing regulations, such as the contents of the Graduate Catalog and the Code of Student Conduct. Such university-level documents supersede the contents of this Student Handbook in cases of conflicting information. Students pursuing the program herein described are advised to secure a copy of the Graduate Catalog, which contains all regulations governing graduate work at Indiana State University.

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HISTORY AND PROGRAM PHILOSOPHY

History
Indiana State University's (ISU) M.Ed. program in school psychology, founded in 1949, was the first master's degree in school psychology in the nation. ISU later added the Ph.D. program in 1965 and the Ed.S. program in1968. The school psychology programs at ISU were the first such programs in the state of Indiana.

Approval Information
The Ed.S. program in school psychology is approved by the National Association of School Psychologists (NASP) and accredited by the Council for the Accreditation of Educator Preparation (CAEP). NASP may be contacted at the following address:

> National Association of School Psychologists
> 4340 East West Highway, Suite 402
> Bethesda, MD 20814
> Phone: (301) 657-0270
> Email:cert@naspweb.org
> NASP School Psychology Program Information

Mission Statements
The program is part of the Applied Clinical and Educational Sciences (ACES) department in the Bayh College of Education (BCOE). The mission of both the college and department provide a strong foundation for the program goals and objectives.

Indiana State University Mission Statement
We transform the lives of students through a high-quality education infused with experiential learning, community engagement and career-readiness. Our students succeed within a culture of inclusion and support that provides the skills and knowledge to impact Indiana and beyond.

Bayh College of Education (BCOE) Mission Statement
We are the Bayh College of Education: Daring to do the difficult work that makes change possible.

Department of Applied Clinical and Educational Sciences (ACES) Mission Statement
Actively challenging, engaging, and individually supporting our students and colleagues to excel as scholars, educators, clinicians, and advocates.

ACES Diversity Statement
Diversity enriches us and calls us to action. We affirm that diversity in the teaching and learning process heightens our effectiveness as professionals, citizens, and social justice advocates. We continually strive to enhance a departmental culture of inclusiveness, as we engage with the different voices that comprise our local, national and global societies.

School Psychology Program Objectives
The objectives of the program are to produce school psychologists who demonstrate:
- Knowledge and skills concerning fundamentals of measurement and assessment, and the use of assessment measures in a non-biased, reliable and valid manner.
- Knowledge and skills concerning the principles and strategies used to guide the design and implementation of effective interventions for children and adolescents.

- The ability to consult and collaborate with educators, school administrators, family members, and other professionals.
- Knowledge and skills pertaining to the measurement of program and intervention effectiveness; identification and application of empirically-based principles; and effective communication of research findings.
- Skills required for sound judgment and decision-making, including adherence to legal, ethical, and professional standards.
- Sensitivity and responsiveness to cultural, contextual, and individual differences, and a commitment to advocate for equity and social justice.

PROGRAM ADMISSION

Admission requirements for the College of Graduate and Professional Studies (CGPS) are available in the graduate catalog. Program admission requirements are as follows:

A student admitted to the Ed.S. program in school psychology must demonstrate evidence of sound critical thinking and professional oral and written communication skills. The following are minimum requirements for admission:

1. Complete application to the College of Graduate and Professional Studies.
2. Undergraduate grade point average of 3.0 or above. (*Individuals with an undergraduate GPA between 2.7 and 3.0 may be provisionally admitted based on the strength of other submitted application materials.)*
3. Official transcript from each school at which any undergraduate or graduate work has been done.
4. Professional resume or curriculum vitae.
5. A 2-3 page statement describing why the applicant believes they are a strong candidate for admission and how they believe the program aligns with their professional interests and goals.
6. Two letters of recommendation from persons who know the applicant in an academic and/or professional capacity.
7. Upon invitation from the program, completion of an individual admissions interview.

Individuals with an undergraduate GPA between 2.7 and 3.0 may be provisionally admitted based on the strength of other submitted application materials. Students who are provisionally admitted will be assigned a faculty mentor who will check in with the student's course instructors and meet individually with the student at least twice during the first semester of study. The faculty mentor may recommend additional support strategies or resources as appropriate and will update the program faculty about any academic performance concerns.

ACADEMIC PROGRESSION

Initial Advisement
Upon admission, students will meet with their assigned program advisor to complete initial advisement. This typically occurs within the first two weeks of classes, with subsequent meetings arranged on an as-needed basis. Initial advisement should include the following:
1. Explanation of the program policies and procedures
2. Requirements for successful progression through the program

3. Development of a tentative schedule of study for the program (see Appendix A).

Transfer Credits

Students may be able to transfer previous graduate coursework or substitute alternative course work to fill a particular course requirement. The determination of the acceptability of transfer credit is made by the student's advisor in collaboration with other ISU faculty members as needed. For proper consideration of transfer courses, the applicant must provide a catalog description and syllabus for the course he or she wishes to transfer. Applicants should be aware that the CGPS guidelines for transfer credit include limitations on the content, age, and number of course credits that can be applied to a graduate degree at ISU. Students are encouraged to view the CGPS guidelines for course transfers in the Graduate Catalog: https://catalog.indstate.edu/content.php?catoid=54&navoid=2524#transfer-credit

Course Sequence

The Ed.S. program may be completed on a full-time (3-year) or part-time (4-year) basis. Students will generally complete coursework in the following sequence. Because most courses are offered only once per year, and because courses are designed to occur in a progressive sequence of complexity, it is important to work closely with the academic advisor to ensure appropriate course sequencing.

Full-time Course Sequence (* indicates requirement for M.Ed. in School Psychology)

	Year 1
Fall 10 credits	EPSY 520 Principles of Data-based Decision Making* SPSY 500 Introduction to School Psychology* SPSY 667 Academic Assessment* SPSY 670 Principles of Academic Intervention* SPSY 671 Practicum in Academic Intervention*
Spring 11 credits	COUN 533 Techniques of Counseling* SPSY 682 Social, Emotional, & Behavioral Theory & Assessment* SPSY 678 Practicum in Social/Emotional Interventions* SPSY 666 Cognitive Theory and Assessment* SPSY 683 Principles of Social, Emotional, & Behavioral Intervention*
Summer 8 credits	EPSY 621 Development through the Lifespan SPSY 684 Data Integration and Interpretation* SPSY 685 Ethics and Law in School Psychology*
	Year 2
Fall 11 credits	EPSY 626 Child and Adolescent Psychopathology SPSY 680 Principles of Individual Consultation and Collaboration* SPSY 708 Equity, Social Justice, and Advocacy in Schools
Fall & Spring	SPSY 686 Practicum in School Psychology*
Spring 11 credits	EPSY 628 Biological Bases of Behavior SPSY 681 Principles of Systems Change and Consultation SPSY 785 Advanced Seminar in School Psychology
Summer 6 credits	COUN 666 Multicultural Counseling EPSY 627 Learning Theories and Social Emotional Bases of Behavior
	Year 3
Fall & Spring 6 credits	SPSY 791 Advanced Internship in School Psychology

Part-time Course Sequence *(* indicates requirement for M.Ed. in School Psychology)*

Year 1	
Fall *7 credits*	EPSY 520 Principles of Data-based Decision Making* SPSY 500 Introduction to School Psychology* SPSY 667 Academic Assessment*
Spring *8 credits*	COUN 533 Techniques of Counseling* SPSY 682 Social, Emotional, & Behavioral Theory & Assessment* SPSY 666 Cognitive Theory and Assessment*
Summer *8 credits*	EPSY 621 Development through the Lifespan SPSY 684 Data Integration and Interpretation* SPSY 685 Ethics and Law in School Psychology*
Year 2	
Fall *6 credits*	EPSY 626 Child and Adolescent Psychopathology SPSY 670 Principles of Academic Intervention* SPSY 671 Practicum in Academic Intervention*
Spring *6 credits*	EPSY 628 Biological Bases of Behavior SPSY 678 Practicum in Social/Emotional Interventions* SPSY 683 Principles of Social, Emotional, & Behavioral Intervention*
Summer *3 credits*	COUN 666 Multicultural Counseling
Year 3	
Fall *8 credits*	SPSY 680 Principles of Individual Consultation and Collaboration* SPSY 708 Equity, Social Justice, and Advocacy in Schools
Fall & Spring	SPSY 686 Practicum in School Psychology*
Spring *8 credits*	SPSY 681 Principles of Systems Change and Consultation SPSY 785 Advanced Seminar in School Psychology
Summer *3 credits*	EPSY 627 Learning Theories and Social Emotional Bases of Behavior
Year 4	
Fall & Spring *6 credits*	SPSY 791 Advanced Internship in School Psychology

Course Grade and Re-take Requirements

The minimum acceptable grade for any required course is "B-." This includes courses taken in pursuit of the intended degree, including course substitutions and arranged independent studies. Course grades are reviewed at the end of each term (Fall, Spring, Summer). If a student receives a grade lower than a "B-" in required coursework, the program faculty will work with the course instructor to develop an individualized performance improvement plan. This may include but is not limited to retaking the course or completing independent study activities in identified areas of deficit. All plans will include an evaluated educational experience to document student mastery of the course objectives. Any subsequent coursework or field experiences that are contingent upon successful completion of the course will be delayed until the plan has been completed and the student has earned the equivalent of a "B-" or higher.

- No more than two courses may be subject to the performance improvement process described above. If a student earns a grade lower than "B-" in three required courses, the student will be recommended for program dismissal.
- A performance improvement plan will not be developed more than once for the same course. If a student does not satisfactorily complete the performance improvement plan at the level of a "B-" or higher (as specified in the plan), the student will be recommended for program dismissal.

Overall GPA Requirement

School psychology graduate students are expected to perform at the highest level in all academic and professional endeavors, including academic coursework, practica, and internship. A minimum GPA of 3.5 is required to maintain good academic standing. GPA is reviewed at the end of every term (Fall, Spring, Summer). If a student's cumulative GPA is found to fall below 3.5 at the time of the review, the program coordinator will request that the College of Graduate and Professional Studies (CGPS) place the student on academic probation.

- The GPA for every term of review while the student is on academic probation must be 3.5 or higher. Failure to maintain a GPA of 3.5 for any term while on probation will result in a recommendation to CGPS for program dismissal.
- When the cumulative GPA rises to 3.5 or higher, the program will request the student be returned to good standing.

Incomplete Grades Policy

Ordinarily, coursework should be completed and submitted within the time allotted for the course, and a grade of IN will only be considered if a student documents extenuating circumstances that warrant an extension. The decision to assign a grade of "Incomplete" (IN) lies with the instructor of record for the course. A more detailed incomplete grade policy is available in the graduate catalog.

FIELDWORK PROGRESSION

Field experiences are critical learning opportunities that provide the foundation for graduate students to become professionally-oriented and competent within their chosen field of study. Practicum and internship experiences are sequential and graded in complexity, beginning with closely supervised practice in basic skill areas and gradually progressing to greater independence and a broader diversity and complexity of skill application. All practica and internship activities must be supervised as specified in the practica and internship manuals and agreements. Practica are completed under the direction of university-designated supervisors and course instructors. The expectations, roles, and responsibilities of all parties are detailed in the practicum and internship manuals and agreements, and additional details regarding required activities are provided in course syllabi. *Successful completion of each required field experience is required for progression to the subsequent experience.*

Fieldwork Pre-requisites

Background Checks

All students are required to complete and pass a fingerprint background check, as required by the BCOE. Students will not be permitted to participate in any field experiences until the program has verified their criminal history clearance. *Failure to successfully pass this background check during the first semester of program enrollment will prevent the student from completing required field-based experiences and may result in program dismissal.*

Malpractice Insurance

Students are required to carry their own malpractice insurance policy, which should be renewed each year until their program is complete. Interns are also expected to provide proof of insurance, even if they are covered under their district's liability policy. The coverage should be a standard $1,000,000/3,000,000 policy and can be purchased through NASP

(http://www.nasponline.org/membership/insurance.aspx) or the APA Insurance Trust (http://www.apa.org/membership/insurance.aspx). Membership in either organization is required to receive the student rate on the malpractice coverage, which costs about $35 per year. Coverage is also available through Trust Risk Management Services or Healthcare Providers Service Organization.

Students will not be permitted to participate in any field-based, practicum, or internship experiences until verification of coverage has been received by the program and their policy is in effect (typically the first of the month following the policy purchase). Failure to carry this insurance will prevent the student from completing required field-based experiences and may result in program dismissal.

Site-specific Requirements
Some field placement sites enforce additional requirements as conditions of the placement. These may include, but are not limited to, additional background checks, TB testing, drug or alcohol screening, and additional pre-placement training. Students are expected to cooperate with the requirements of the site in a timely manner. If concerns arise related to the cost or reasonability of any such additional requirements, students should contact the appropriate placement coordinator as soon as possible to discuss their concerns. *Sites may dismiss or refuse to accept a student who does not meet or refuses to comply with site-specific requirements.*

Placement Determinations
Practicum Placements
To qualify for field placement, students must meet the prerequisite criteria established by the program, including successful completion of coursework, successful completion of prior field experiences, and acceptable skill development and professional dispositions as indicated on the annual student review. Failure to meet any of these prerequisite criteria may result in a field placement being delayed and/or a performance improvement plan being implemented in conjunction with the field placement.

Because of the geographic location of the program, not all practicum placements are accessible via public transportation. Students are responsible for securing reliable transportation to and from practicum placement sites. If students are unable to travel to their assigned sites, the completion of practicum experiences will likely be delayed until the student can arrange appropriate transportation.

Practicum placements are made at the sole discretion of the practicum coordinator, who is typically the instructor of record for the course connected to the field experience. Students are welcome to indicate preferences for particular placements, supervisors, and experiences, and such requests should be made to the practicum coordinator during the semester prior to the beginning of the placement. No particular placement can be guaranteed, and placement coordinators are under no obligation to pursue placements based upon student request.

Internship Placements
After the completion of coursework, students must complete a full-time internship of 1,200 hours (one academic year), with a minimum of 600 hours in a school setting. This requirement is consistent with Indiana guidelines for licensure and National Association of School Psychologists (NASP) guidelines for internship training. The student is responsible for locating and securing an internship site, with support and consultation from program faculty. The internship must be approved *in advance* by the university supervisor or the program coordinator.

Disclosure of Information to Sites

Placement sites will be offered assurance that students have successfully passed a background check upon admission to the School Psychology Program and that students have active malpractice insurance coverage. *In the event that a student is cleared for fieldwork despite prior convictions, the site may be notified in advance, with the student's permission. This is to prevent the student from being released from a placement as a result of site-specific background checks.*

Sites and supervisors may be informed of students' *general* strengths and potential areas for improvement, based upon the feedback given to students during the most recent annual student review; specific ratings and comments from the review will not be shared, nor will any other protected information regarding students' educational record. *In the event that a student has a performance improvement plan in place, the site and supervisor will be informed of specific concerns and any aspects of the improvement plan that are directly relevant to the placement* (e.g., more frequent reviews of progress, additional practicum requirements).

Fieldwork Sequence

Focused Practicum

SPSY 671: *Practicum in Academic Intervention* and SPSY 678*: Practicum in Social, Emotional, and Behavioral Intervention* are the initial practicum experiences for students seeking the Ed.S. degree in School Psychology. These experiences are generally University-based and supervised by licensed program faculty and advanced school psychology doctoral students. Each course is designed to increase students' knowledge and skills related to:

- Delivering direct intervention services to school-aged children in group and/or individual settings
- Selecting and implementing structured, evidence-based interventions to meet client needs
- Using appropriate data collection techniques to assess client needs and monitor intervention progress
- Participating and responding effectively to individual and group supervision
- Collaborating with parents and community agencies

Students register for 1 credit-hour each of SPSY 671 and SPSY 678 (2 total credit hours). Across the year, students are expected to invest a minimum of 100 clock hours in the practicum experience (i.e., 50 hours per semester), including time spent in direct service, support activities (e.g., preparing for intervention, scoring activities, preparing reports), and group supervision.

Broad Practicum

SPSY 686: *Practicum in School Psychology* is a 2-semester experience designed to allow students to apply their skills and increase their confidence in several areas of practice as a school psychologist. The focus of this experience is providing students with a breadth of exposure to the roles and functions of a school psychologist, thus increasing students' ability to work effectively within systems and apply their knowledge of legal, ethical, and professional standards. A large portion of this fieldwork experience generally fosters student competency in assessment and data-based decision-making, with additional opportunities for intervention and consultation at the individual, group, and systems levels.

In SPSY 686, students register for 2 credit-hours per semester (4 total credit hours); any exceptions for part-time completion must be approved in advance by the academic advisor and

practicum coordinator. Across the year, students are expected to invest a minimum of 450 clock hours in the practicum experience, including all school-based activities, didactic training, other support activities (e.g., preparing for interventions, completing practicum assignments), and individual and group supervision.

Comprehensive Internship
SPSY 791: *School Psychology Internship* is a 2-semester culminating field experience consistent with Indiana guidelines for licensure and National Association of School Psychologists (NASP) guidelines for internship training. The internship is intended to expose students to a full range of professional activities that comprise the role and function of a school psychologist and to provide a depth of experience that comes from full-time practice and increased independence. The internship must be approved *in advance* by the university internship supervisor.

In SPSY 791, students must register for 6 total credit hours across the academic year. The program allows flexibility in the balance of credit hours across semester, depending upon students' financial aid needs. Any plans to complete the internship on a part-time basis must be approved in advance by the academic advisor and internship coordinator. Across the full-time internship year, students are required to complete 1,200 clock hours, including at least 600 school-based hours.

Interns are expected to follow the work schedule set by their site, not the schedule of Indiana State University. *Timing of the internship conclusion has important implications for the timing of degree completion and licensure application; the internship end date should be discussed with the internship coordinator and the site supervisor prior to beginning internship.* In almost all cases, K-12 school years extend beyond the end of the ISU Spring semester and end during the summer months. Some internship sites may be willing to document the end of the internship at the end of the ISU semester and allow the intern to complete the K-12 school year under district supervision only. Other sites prefer the university oversight of internship to continue until the end of the K-12 school year. In either situation, the end of internship should be negotiated with the site at the outset of the experience.

Addressing Concerns in Fieldwork Placements
Site-based Remediation
In the event that a student is not performing adequately as a practicum student or intern, the practicum or internship coordinator will work with the field supervisor to determine the appropriate course of action, which may include but is not limited to informal resolution, formal remediation, or discontinuation of the field experience. When formal remediation is deemed appropriate, the school psychology faculty and the student will develop a Performance Improvement Plan, which may include input from the field supervisor (see p. 14). Students who agree to the Performance Improvement Plan will continue in their practicum or internship experience, either in the original site or a newly coordinated placement and, if they respond adequately, will continue to progress in the program. Students who reject or do not respond adequately to a Performance Improvement Plan may be removed from the practicum or internship experience.

Due Process
If a student experiences difficulties with a practicum or internship supervisor or concerns regarding a field placement, the student should use the following steps to address the issue:
1. Discuss the issue with the supervisor and attempt to resolve the problem onsite
2. Discuss the issue with the appropriate practicum or internship coordinator

3. Discuss the issue with the school psychology program coordinator
4. Discuss the issue with the Department Chair
5. Discuss the issue with the Associate Dean or Dean of BCOE
6. Discuss the issue with the Dean of CGPS.

Students should come to these meetings with clear examples of concerns, including dates of reference. Concerns should be those that hinder the student's progress at the practicum or internship site, thus impeding his or her development as a school psychologist. Concerns should be addressed in a timely and professional manner, consistent with NASP and APA ethical guidelines.

Site Withdrawal or Dismissal
Regardless of the cause, early termination of a field experience will likely impact a student's timely progression through the program. Students are expected to commit to each placement site for the duration of the experience. *Ordinarily, students are not permitted to independently withdraw from a site and continue in the program.* Students should address any concerns they have regarding the placement with the university supervisor and/or the field supervisor and should actively participate in efforts to reach a resolution. If a resolution is not possible, the supervisors and student may mutually agree to end the placement.

If a student is removed or dismissed from a practicum or internship experience for any reason, the school psychology faculty will review the reasons for discontinuation and determine the appropriateness of coordinating and approving a new experience. *If, due to the extensiveness or severity of concerns leading to early termination, program faculty determine that continued field experiences would present an undue burden on supervisors or risk of harm to service recipients, the student may be recommended for program dismissal* (see p. 15).

Evaluations and Grading
Evaluations
During the practica and internship, students are evaluated by their on-site supervisors at regular intervals throughout the experience. Evaluations are completed by field supervisors using program-provided forms, unless an alternative evaluation method is arranged by mutual agreement between the site supervisor and the appropriate practicum or internship coordinator. The forms to be used for evaluation will be made available to students in the handbook associated with each field experience. Minimum levels of acceptable performance will be articulated in advance in the course syllabus and/or the associated field experience handbook. *Successful completion of practicum and internship experiences is contingent upon satisfactory ratings of student performance by the field supervisor. An evaluation that does not meet the minimum level of acceptable performance will impact the student's progression to subsequent experiences and will likely impact the overall course grade.*

Grades
At the end of fall semester for each year-long practicum and internship experience, students will receive a grade of "in progress." Once all requirements have been completed for each field experience, Students will receive letter grades (A-F) for SPSY 671, SPSY 678, and SPSY 686, A grade of "Satisfactory" or "Unsatisfactory" will be assigned for SPSY 791. *Course grades for field experiences are subject to the program's course grade policy; satisfactory completion and progression to subsequent field experiences requires a course grade of B- or better. A grade of "Satisfactory" is required for successful internship completion.*

CULMINATING EXPERIENCE REQUIREMENTS

Practicum Portfolio

The program requires successful completion of a practicum portfolio, which is comprised of a series of field-based projects completed throughout the SPSY 686 practicum experience. Successful completion of the portfolio is required for all students prior to internship and satisfies the culminating experience requirement for the completion of the Master of Education (M.Ed.) degree in School Psychology. Detailed guidelines and rubrics for each project will be made available in the SPSY 686 handbook at the beginning of the practicum experience.

Evaluation and Minimum Levels of Acceptable Performance

Each element of the portfolio will be evaluated by the practicum coordinator according to the provided rubrics. The practicum coordinator's evaluation of the originally submitted assignment will stand for the purpose of the SPSY 686 course grade. However, *students must earn a rating of "meets expectations" or higher on 70% or more of rubric criteria to earn a decision of "pass" for the portfolio element.* If the practicum coordinator's evaluation results in fewer than 70% of rubric criteria with ratings of "meets expectations" or higher, the element will be independently scored by a second faculty member, and any disagreements will be resolved through discussion. If the resulting evaluation does not meet the 70% threshold, the faculty will determine an appropriate remediation plan. In some cases, the student may be permitted to rewrite and resubmit portions of the element based on initial feedback. In other cases, the deficits may be sufficiently significant that the student is required to re-do the entire project with increased faculty supervision. Students will not be permitted to begin accruing internship hours until the practicum portfolio has been successfully completed.

Internship Portfolio

The program requires successful completion of an internship portfolio, which is comprised of a series of activities and projects completed during the SPSY 791 experience. Successful completion of the portfolio is required to achieve a grade of "S" for SPSY 791 and satisfies the culminating experience requirement for the completion of the Educational Specialist (Ed.S.) degree in School Psychology. Detailed guidelines and rubrics for project-based elements will be made available in the SPSY 791 handbook at the beginning of the internship experience.

Evaluation and Minimum Levels of Acceptable Performance

The PRAXIS-II will be evaluated as pass/fail; *a score of 155 or higher is required to earn a decision of "pass" for the portfolio element*. Students who do not meet the passing threshold will be required to re-take the PRAXIS-II until a passing score is obtained.

The project-based elements of the portfolio will be evaluated by the internship coordinator according to the provided rubrics. S*tudents must earn a rating of "meets expectations" or higher on 80% or more of rubric criteria to earn a decision of "pass" for the portfolio element.* If the internship coordinator's evaluation results in fewer than 80% of rubric criteria with ratings of "meets expectations" or higher, the element will be independently scored by a second faculty member, and any disagreements will be resolved through discussion. If the resulting evaluation does not meet the 80% threshold, the faculty will determine an appropriate remediation plan. In some cases, the student may be permitted to rewrite and resubmit portions of the element based on initial feedback. In other cases, the deficits may be sufficiently significant that the student is required to re-do some or all of the project with increased faculty supervision.

The final self-reflection element will be collaboratively evaluated by two faculty members following completion of an exit interview. *Students must earn a rating of "meets expectations" or higher on all rubric items to earn a decision of "pass" for the portfolio element.* Students not meeting this threshold will be required to revise the plan with increased faculty support and complete another exit interview for re-evaluation.

ESSENTIAL FUNCTIONS

The school psychology program has identified the following physical, mental, and interpersonal capabilities as essential to successful program completion and job performance. Failure to adequately demonstrate these skills will likely result in unsuccessful progress through the program:

- Lift, maneuver, and transport test kits weighing up to 20 pounds to and from placement sites, including lifting in and out of a vehicle.
- Administer and score psychological and educational assessments according to strict standardization procedures.
- Independently comprehend reading material written at a 12th-grade level.
- Produce accurate and clear written psychoeducational reports.
- Independently manage and prioritize multiple tasks and deadlines.
- Complete comprehensive psychoeducational evaluations, including written reports, within 50 working days.
- Orally communicate clearly and understandably in English.
- Effectively adjust verbal and nonverbal communication to meet the needs of diverse individuals and circumstances.

PROFESSIONAL DISPOSITIONS

As a clinical training program, students are expected to exhibit dispositions that characterize the discipline of school psychology. These include adherence to legal, ethical, and professional standards; a commitment to upholding the integrity of the profession, and active participation in the school psychology community.

Legal, Ethical, and Professional Behavior
Students are expected to comply with local, state and federal laws governing personal and professional conduct. Students are further expected to read and adhere to University Standards, including the Code of Student Conduct. The student handbook covers a number of topics, including information regarding academic honesty and integrity, expectations for appropriate conduct, and student rights and responsibilities. Students should also adhere to the American Psychological Association Ethical Principles of Psychologists and Code of Conduct and the National Association of School Psychologists ethical standards as the basis for governing their professional behavior. Students and faculty are expected to adhere to the highest levels of professional and ethical behavior across academic and clinical experiences. Students are encouraged to seek clarification and consultation from faculty members or trusted peers if they have questions or concerns regarding professional and ethical standards of behavior.

Use of Equipment and Technology
Successful completion of the program relies upon frequent use of technological resources, including distance learning and virtual classrooms. Students are expected to maintain a functional laptop computer that meets ISU's minimum laptop hardware specifications, access to reliable high-speed internet, and a headset with integrated microphone. These may need to be accessed on short notice to facilitate in-class discussions or group work; students should therefore have these items available even when they are on campus.

Each student is given a campus email account. This "@sycamores.indstate.edu" account is to be used for professional communication according to the standards noted in the Code of Student Conduct. Please note that faculty are to communicate with students via the ISU student email account, not personal email accounts. Students are responsible for checking and responding to e-mail regularly, to ensure that any course or program changes, campus alerts, and other relevant information is communicated in a timely manner.

Additionally, it is important to recognize that technology designed for many diverse users is often accompanied by unanticipated challenges. Therefore, students are encouraged to test any new technology *well in advance* of being expected to use it for class. Examples include accessing the Canvas page for each course and the school psychology program, logging onto Yuja and Zoom to familiarize oneself with the functions and options, ensuring microphone and headset software are installed and working properly, ensuring internet access is working and reliable if logging in remotely, etc. The OIT HelpDesk can be reached at 812-237-2910 for any concerns or challenges associated with technology. Course instructors should be notified of problems accessing instructional resources and may be helpful in answering some limited questions about the technology; however, they should not be considered a reliable source of technical assistance.

Use of Social Networking and Electronic Communication
Societal changes in the use of social media and electronic communication have implications for clinical training and professional behavior. The program offers the following recommendations to support students' ongoing development and maintenance of a professional identity both within and beyond program-sanctioned activities:
- Utilize privacy settings to limit access to your social media profiles and personal information. Students, clients, supervisors, potential internship sites, and future employers may be interested in searching or accessing online information about you.
- Consider the potential for information to be repeated, copied, or shared more widely than intended. Online photo and video sharing, including within social networking sites, should be considered public venues. Similarly, posts about classes, training experiences, supervisors, instructors, and clients reflect upon you as a professional and may affect the reputation of others. Discretion is encouraged when crafting personal social media posts.
- When sending and accepting "friend/follower" requests, consider the potential intersections of your personal and professional lives and your desire to maintain a boundary between your personal and professional roles. For example, it is not advisable to accept "friend" requests from clients, former clients, students, supervisors, or anybody with whom you have an evaluative relationship.
- Keep in mind that any email is potentially retrievable. Emails sent via the ISU email system are considered public records and the property of ISU. Email is not an appropriate venue to discuss confidential information. Email "signatures" should be

professional and appropriately represent one's status and credentials. Students are encouraged to consider adding a confidentiality disclaimer to email signature files.

- Be mindful of the wide audience when posting to listservs, blogs, or social media groups (e.g., posts may be reposted or forwarded). Take steps to ensure your communications on such media reflect protect the confidentiality of your clients, preserve the reputation of your training program, and reflect the professional persona you wish to present.
- Be mindful of voicemail greetings if you utilize a private phone for any professional purposes (e.g., clinical work, teaching). Make sure that such messages portray the professional persona that you wish to present.

The program acknowledges that it is neither possible nor practical to actively monitor students' use of social networking or online activity. In the event that there is expressed concern about a student's social media or electronic communication, a faculty member will generally meet with the student (and the individual expressing the concern, if appropriate) to directly address the concern and discuss the potential professional implications of the communication.

STUDENT EVALUATION POLICY AND PROCEDURES

Annual Student Review
Student progress is monitored on an ongoing basis. All pre-internship students enrolled in the school psychology program receive formal feedback at least annually regarding their academic performance and demonstration of important professional dispositions. Each summer until the student begins internship, student performance and progress for the most recent academic year is assessed through course grades, practicum/internship supervisor evaluations, formal feedback from departmental faculty (e.g., course instructors, assistantship supervisors), and student progress toward or completion of program requirements (e.g., practicum portfolio).The school psychology core faculty then meet and jointly complete the annual student evaluation (Appendix B).

Mid-Year Formative Review
During the first year of program enrollment, students receive mid-year formative feedback in a format similar to that of the annual review rubric. The purpose of the mid-year review is to provide constructive and supportive feedback regarding students' progress relative to program expectations, and to allow students an opportunity to respond to such feedback prior to the initial annual review. The formative feedback is not retained in the permanent file and is not used as a basis for performance improvement plans.

Immediate Review
The school psychology program retains the right and responsibility to review students at any time. Immediate review may arise in response to performance concerns that have the potential to negatively affect program completion, professional competency, or client welfare if not promptly addressed. If the pervasiveness or significance of the concern is in question, a complete review may be conducted using the procedures described above. If the concern is isolated and is not in dispute (i.e., the student acknowledges the facts of the situation), the review may consist of a formal warning letter describing the concern and the possible consequences of continued or repeated concerns of a similar nature.

Student Response to Review

Results of all reviews are shared with students promptly. This generally occurs in mid-January for mid-year reviews and early August for annual reviews. Students are notified at the bottom of the rubric if additional follow-up or remediation is recommended or required. A copy of all annual or immediate reviews are placed in each student's file.

Students who disagree with the summative results of an annual or immediate review may present a written response, detailing their reasons for disagreement. This document must be submitted to the assigned academic advisor within one week of the beginning of the Fall semester (annual reviews) or within one week of receiving the feedback (immediate review). The program core faculty with review the response, and a meeting with the academic advisor and/or the school psychology core faculty may be scheduled if necessary. The student's written response, as well as any amendments resulting from the appeal process, will be retained in the student's file. Students may subsequently appeal the results of the review to the ACES Department Chair as needed.

Program Level Remediation

When performance deficiencies are identified as part of any formal evaluation process (i.e., end-of-semester review of academic progress, annual or immediate review, practicum or internship evaluation, course grade), the school psychology faculty may notify the student of the need for a Performance Improvement Plan (PIP). A PIP will be used when deficiencies exist that (a) can be reasonably addressed through available remediation options (e.g., supplemental instruction or field experiences, increased faculty support or field-based supervision, more structured or frequent performance feedback) and (b) do not pose a significant risk to consumer or other populations. Examples of such areas of deficiency may include but are not limited to:

- Minor or moderate, isolated academic achievement deficits (e.g., GPA between 3.0 and 3.5, not achieving mastery in course objectives)
- Minor or moderate, isolated skill performance deficits (e.g., insufficient test administration or scoring skills, not passing a portfolio element, one or two areas of concern on a final practicum or internship evaluation)
- Minor or moderate, isolated deficits in the professional skills or dispositions necessary to successfully complete field experiences (e.g., insufficient time management or organization, difficulties with oral or written interpersonal communication)
- Known and verified but isolated violations of the Code of Student Conduct or professional ethical standards that do not present a risk to client welfare (e.g., plagiarism, cheating)

The Performance Improvement Plan will be developed by school psychology core faculty and will serve to clarify:

- The targeted deficits
- The process by which the student can remediate the deficits
- Behavioral indicators that will be used to define "adequate" response to the plan
- Specific dates for re-evaluation or the expected timeframe for plan completion
- Consequences of insufficient improvement
- Consequences for students who decline to participate in the performance improvement process, which may include withdrawal or dismissal from the program.

If, by the specified date of re-evaluation or the timeframe for plan completion, the student has demonstrated insufficient response to the Performance Improvement Plan according to the specified behavioral indicators, school psychology core faculty will consider additional action.

Additional action will also be considered if new concerns arise prior to the completion/re-evaluation date. Examples of additional action may include, but are not limited to further remediation attempts, removal of the student from field experiences, voluntary student withdrawal from the program, or program dismissal. The core school psychology faculty will determine the final outcome on a case-by-case basis in accordance with the CGPS policies.

Program Dismissal

The school psychology program believes that training in professional psychology is a developmental process that is sequential and graded in complexity. As such, the dismissal of a student from the school psychology program is considered a "final outcome" action when the school psychology core faculty determine that the student (a) does not display an adequate level of competency in academic ability, clinical skills, or other critical areas of professional conduct; (b) has been unsuccessful in remediation plans developed by the program; and/or (c) demonstrates an inability or unwillingness to improve areas of deficiency to adequate levels. In addition, *students may be dismissed without an opportunity for remediation if school psychology core faculty determine that their academic performance, clinical skills or professional conduct poses a significant risk to consumer or other populations.* Any dismissal action will be completed in accordance with the CGPS guidelines. The following are offered as examples of circumstances or performances that may be the basis for dismissal action:

- Sustained or repeated failure to meet the program's minimum academic standards
- Failure to successfully pass a background check or to maintain liability coverage as required for placement in practicum or internship experiences
- Significant or pervasive skill performance deficits that cannot be remediated in a timely manner and that prevent the student from proceeding with the sequential nature of training experiences (e.g., skills that unexpectedly remain far below acceptable levels given the amount of instruction and supervision provided, failing multiple portfolio elements, concerns for more than two areas on a final practicum or internship evaluation)
- Significant or pervasive skills or dispositions necessary to successfully complete field experiences (e.g., insufficient time management or organization that impacts the integrity or reliability of professional services, difficulties with oral or written interpersonal communication that compromise professional stakeholder relationships)
- Known and verified violations of the Code of Student Conduct or professional ethical standards that present a risk to client welfare (e.g., falsifying test records or reports, falsifying documentation of field-based experiences, failing to participate in or respond to supervision)
- Known and verified legal violations that impact client welfare or organizational credibility (e.g., violations of the Health Insurance Portability and Accountability Act or Family Educational Rights and Privacy Act)
- Suspension or removal from ISU by the Office of Student Conduct and Integrity

GRADUATION

Application for graduation must be made by the date specified by the CGPS, which is March 1 for Spring; June 1 for Summer; or October 1 for Fall graduation. Graduation requirements include:

- Satisfactory completion of 33 (M.Ed.) or 64 (Ed.S.) semester hours of required graduate coursework, with a GPA of 3.5 or above and a grade of B- or higher in all required coursework
- Satisfactory completion of required practica and internship experiences, including the required culminating projects
- Completing the graduation application and paying the graduation fee
- Recommendation for the degree by the program coordinator and the Dean of CGPS.

Master of Education (M.Ed.) Degree

All students will meet the requirements for an M.Ed. in school psychology as part of their program completion, usually at the end of the second year of full-time study. The 33 credits and culminating experience required for the M.Ed. completion are embedded within the school psychology curriculum and are completed simultaneously with the requirements for the Ed.S. degree. *The M.Ed. does not qualify an individual for state licensure or national certification as a school psychologist.* However, to ensure appropriate professional recognition of their school psychology graduate training as a "Masters-plus-30" program, students should apply for graduation with the M.Ed. as soon as they are eligible to receive it. In some isolated circumstances (e.g., students entering the program already holding a Master's degree in School Psychology or a closely related field), students may elect not to receive the Master's degree.

Educational Specialist (Ed.S.) Degree

Students will meet the requirements for the Ed.S. degree when they have satisfied all program requirements, including successful internship completion and the culminating portfolio. Program endorsement for school psychology licensure or certification will not be available until all program requirements have been completed.

Commencement and Hooding

Candidates who have been accepted by the CGPS for the specialist degree are strongly encouraged to participate in graduation ceremonies. Candidates are required to purchase or rent the appropriate cap, gown, and hood for graduation ceremonies. If the commencement ceremony allows for individual hooding of graduates, the student may be hooded by the ISU faculty member of their choice. CGPS will contact students directly regarding hooding; it is the student's responsibility to confer with the identified faculty member about their availability for graduation-related ceremonies. If a student does not identify a faculty member, the student will be hooded by the Dean of the CGPS.

STUDENT RIGHTS AND RESOURCES

Many students encounter difficulties associated with the academic, social-emotional, and/or professional demands of graduate study. In such circumstances, program faculty or fellow students may be consulted for guidance, resources, and general support; however, individuals associated with the program should not be expected to fulfill the role of counselors or to have

expertise in specialized areas beyond the scope of the program. Students are encouraged to utilize university-provided resources to ensure their continued success.

Academic Support
A range of academic support services are available through various university offices. The ISU Writing Center offers consultation and support throughout the entire writing process. The Cunningham Memorial Library also offers a number of research-related resources for students. The Center for Student Success may be able to offer consultation for other academic concerns on a case-by-case basis.

Accessibility Resource Office
Students with disabilities may be eligible for support and/or accommodations through the office of Accessibility Resource Office (ARO). It is the student's responsibility to self-identify a disability, contact the ARO for an appointment and provide any required documentation. The school psychology program will comply with accommodations approved by ARO. Students receiving accommodations for an identified disability will be expected to adequately perform the essential functions identified by the school psychology program.

Other Accommodations
Students who require accommodations for matters unrelated to disability (e.g., religious accommodations, pregnancy, short-term illness) should contact the office of the Dean of Students for assistance and consultation.

Informal Consultation
For confidential, neutral, and informal consultation about any type of student concern, the Student Ombudsperson is available to meet with students and help them work toward a resolution that meets their needs.

Counseling Services
Affordable professional counseling services are available for students. Students may seek services from the ISU Student Counseling Center, the Psychology Clinic at Root Hall, or the Counseling Clinic in the Norma and William Grosjean Clinic at University Hall.

Grievance Policy and Procedure
When individuals interact, especially in training or educational situations where evaluations must occur, and where there are clear differences in perceived or actual information and power, students and faculty members may experience interactions that could be described by either party as difficult or interpersonally challenging. In these situations, it is particularly important that faculty members and students treat each other with courtesy and respect. To maximize the quality and effectiveness of students' learning experiences, the program endeavors to maintain an environment in which interpersonal interactions reflect the highest standards of the scholarly community and of the profession (refer to the APA *Ethical Principles of Psychologists and Code of Conduct,* General Principles A-E and Standard 7, and the *NASP Principles for Professional Ethics,* Principles I.3, II.4, III.3, III.4, and IV.3). When students perceive that this is not the case, the recommended course of action, in accordance with the professional ethical guidelines is to use the following process:
1. Attempt an informal resolution by bringing the concern to the attention of the faculty member, staff member, or student involved.
2. When students are not comfortable approaching the other person directly or when initial efforts to resolve the issue informally are unsuccessful, they are encouraged to seek

consultation from their advisor, the Director of Training, another program faculty member, or the Department Chair. This can be helpful to develop a strategy for expressing or resolving their concerns. Faculty may also be available to facilitate a discussion, when appropriate. Support for informal conflict resolution is also available from the student ombudsperson.

3. When an informal resolution is not possible or students are unwilling to utilize informal means to resolve a concern, they may choose to pursue a resolution through more formal channels:

   - For formal complaints against other students, the Office of Student Conduct and Integrity is available to facilitate formal mediation. A written complaint may also be submitted to the Dean of Students for review and follow-up.
   - For formal complaints against faculty or staff, an online complaint form may be submitted for review and follow up.
   - For complaints involving harassment or discrimination, a formal complaint may be filed with the Equal Opportunity and Title IX office.

Non-Discrimination, Harassment, and Sexual Misconduct

ISU is committed to inclusive excellence. To further this goal, the university does not tolerate discrimination in its programs or activities on the basis of: race, color, national origin, gender, age, sexual orientation, gender identity or expression, disability, veteran status, or any other protected class. Title IX of the Educational Amendments of 1972 in particular prohibits discrimination based on sex in any educational institution that receives federal funding. This includes sexual violence, sexual misconduct, sexual harassment, dating violence, domestic violence, and stalking. If you witness or experience any forms of the above discrimination, you are asked to report the incident immediately to Public Safety: 812-237-5555 or to the Equal Opportunity & Title IX Office: 812-237-8954.

With respect to sexual discrimination, instructors, faculty, and some staff are required by law and institutional policy to report what you share with them to the Equal Opportunity & Title IX Office. You do, however, have the option of sharing your information with the following confidential resources on campus that are not required to share:

- ISU Student Counseling Center: 812-237-3939; Gillum Hall, 2nd Floor
- Associate Dean of Students/Victim Advocate: 812-243-7272; HMSU 8th Floor

For more information about discrimination and the support resources to you through the Equal Opportunity & Title IX Office, visit this website. Please direct any questions or concerns to: Assistant Vice President for Equal Opportunity and Title IX Director; 812-237-8954; Parsons Hall 223; ISU-equalopportunity-titleix@indstate.edu.

PHYSICAL RESOURCES

The Department of ACES places a high value on the security and protection of professional resources, client information, and student property. University Hall is monitored by closed circuit security cameras; however, it is recommended that doors for all offices, classrooms, conference rooms, clinic rooms, and other rooms be kept locked when not in use. Students are also encouraged to make use of available offices and locker space to secure personal belongings. Finally, students are expected to abide by established policies and procedures to protect and maintain university-provided resources.

Sycamore ID Cards
All students are expected to obtain an ISU photo identification card from the Office of Traffic & Parking. ID cards are needed for access to the Norma and William Grosjean Clinic at University Hall (GCUH) and to check out assessment materials from the Porter School Psychology Center (PSPC).

Clinic Access
In order to access materials, office and classroom space, and lockers located in GCUH, students will need to request access to the clinic after they have obtained their Sycamore ID cards. Access needs to be requested annually within the first two weeks of the Fall semester.

Assessment Materials
The program maintains an assessment library that includes standardized assessments appropriate for a full range of educational referrals and many clinical referrals. The library is overseen by program faculty and advanced graduate students who staff the PSPC. Assessment materials are available to students for course-based and clinic-based activities and may be checked out from the PSPC during posted materials room hours or by appointment.
- All materials must be checked in and out using provided check-out procedures.
- Borrowing materials without checking them out needs to be documented in writing by a faculty or PSPC staff member; borrowed materials may not be removed from University Hall.
- If students exchange materials without checking them in and out, such exchanges should also be documented in writing by the students who exchanged them.
- Students are responsible for all assessment materials in their possession; students may be held responsible for replacing lost or damaged materials.

School Psychology Library
In addition to assessment materials, PSPC maintains a small library of other resources (e.g., books, journals) that may be checked out. Some required texts may be available for checkout, but this is not guaranteed. All materials must be properly checked out before being removed from their storage location. Students are responsible for returning borrowed materials to the library within the specified checkout period.

Office Space
The school psychology program offices are located primarily in University Hall. The ACES Department office is located in Room 211. Faculty offices and the PSPC materials room are located on the 3rd floor of University Hall. The PSPC clinic space and computers are located in the GCUH on the lower level of University Hall.

Students with teaching assistantships are assigned shared office space on the 2nd floor of University Hall. Students who do not have an assigned office may reserve clinic rooms as needed for collaborative meetings or projects. The Cunningham Memorial Library also has a number of private meeting and study rooms available by reservation only. Students in need of private office space who are unable to find it may contact a faculty or staff member for assistance at least one week prior to the time the room is needed.

Lockers
Student lockers are available in the GCUH. Students may request a locker by contacting the director of the PSPC within the first two weeks of the semester. Students should be familiar with the clinic policy pertaining to the use of the lockers.

Computers, Printers, and Office Supplies
Wireless internet access is available throughout the ISU campus. Printers are available for student use in various locations on campus, including on the 1st floor of University Hall. Computers without internet access are available for student use in the GCUH on the lower level of University Hall; these may be used for writing clinic notes or reports in a secure setting if needed. Students are prohibited from downloading information and/or installing software on university computers without the express permission of a supervising faculty member.

Students are expected to supply their own laptop computers for course- and assistantship-related activities. Office supplies are not provided for general student use. If supplies are needed to complete assistantship/fellowship assignments and/or research responsibilities assigned by faculty members, students should speak to their faculty supervisor or departmental staff member regarding supplies.

Mailboxes
Student mailboxes will be provided in the department offices, student offices and/or GCUH. Mailbox assignment and location will be shared with students at the beginning of the academic year.

Parking
Parking tags are available at the Office of Traffic & Parking. Parking is in designated lots.

FINANCIAL RESOURCES

Short-Term Assistance
ISU's Sycamores Care program offers a range of short-term assistance for students with significant and immediate needs, including food, housing, medical, and financial insecurities. Sycamores Care and the Dean of Students office works with students and the campus community to support students' physical and social-emotional well-being.

Scholarships and Awards
There are some scholarships available to graduate students. All students are encouraged to enter their information annually via The Branch to ensure full consideration for scholarships and special recognition awards.

Graduate Student Fee Waivers
The University awards a number of academic tuition and fee waiver scholarships to graduate students. If the ACES department is permitted to offer tuition/fee waivers, students who applied for but did not receive an assistantship will be considered on a competitive basis. There are no teaching, research, or other service requirements attached to these waivers. The waiver covers tuition and fees for a specified number of hours but does not include a stipend.

Travel and Research Awards

Both CGPS and the BCOE provide competitive awards for graduate student travel to conferences, particularly to support students with accepted conference presentations. More information can be found on the GCPS Awards, Scholarships, and Fellowships page (see Graduate Student Research Fund) and the BCOE Graduate Student Research Fund page.

Graduate Assistantships

For students seeking longer term financial support through graduate assistantships, the ISU Career Center Guidelines provide information about hours and credit requirements for students on the ISU payroll. The Graduate Catalog also provides policy information regarding financial assistance.

The University appoints a number of graduate assistants through the academic departments and administrative units. Assistantships are awarded on a competitive basis. Available assistantships are posted on the ISU Human Resources Employment page. Students seeking information on the availability of and standards for appointments should contact the appropriate department or administrative unit. Additional assistantship information is available in CGPS Assistantship Guidelines.

ACES Departmental Assistantships

Departmental assistantships are awarded on an academic year or academic semester basis. They are automatically terminated at the end of said year or semester. Students who desire a fellowship or scholarship must re-apply. Each spring semester, students enrolled in or offered admission to ACES departmental graduate programs will be invited to apply for departmental assistantships for the following academic year. Procedures for filing applications are typically communicated to current and incoming students via e-mail. It is the responsibility of the student to be informed of the application procedure and deadline date. *Failure to meet announced deadline dates can result in the non-renewal of an assistantship.* Students may request to work with certain faculty and/or work in specific areas. Such requests should be submitted in writing with the assistantship application. Student requests are considered whenever possible; however, funding availability and departmental needs receive primary consideration.

For school psychology students, assistantship appointments are based on a number of considerations. In general, students who are enrolled full-time and who indicate they will not hold outside employment beyond 25 hours per week receive preference. Graduate and/or undergraduate GPA and student knowledge/expertise relative to the available positions also factor into assistantship decisions.

Assistantship appointments may be continued, revised, or terminated at the end of each academic year. For returning students, overall program performance and current or previous assistantship performance significantly impact opportunities for re-appointment. To be considered eligible for continued support, students must remain in good academic standing (i.e., GPA of 3.50 or higher), maintain more than half-time enrollment (i.e., minimum of five hours of graduate course work per semester), and continue to make satisfactory progress in the program (i.e., successfully complete required field experiences). If a student becomes ineligible for an academic-year assistantship after one semester, the assistantship may be modified or terminated at the discretion of the department.

Unsatisfactory performance of the assigned duties of a graduate assistantship will also be grounds for termination of the appointment at any time at the discretion of the department. Typically, students will be notified of unsatisfactory performance and given an opportunity to

correct any areas of deficit. If, one month after notice of unsatisfactory performance, improvement has not been made to the satisfaction of the department, the appointment will be terminated.

Summer Departmental Assistantships
A summer assistantship is separate from an academic year assistantship; summer departmental assistantships are extremely limited and are awarded based on faculty nomination for the position(s) being filled. As a general principle, only students who have held an assistantship appointment during the preceding academic year will be considered for continuance of their stipend. At least 2 hours of summer graduate credit enrollment are required for a summer appointment. Students receiving a full summer assistantship are required to work 100 hours, usually working 50 hours in each of the Summer I and Summer II terms.

PROFESSIONAL ENGAGEMENT OPPORTUNITIES

It is expected that students will become student affiliates or members of relevant professional organizations. For students in the Ed.S. program, student membership in the ISU chapter of Student Affiliates in School Psychology (SASP) and the National Association of School Psychologists (NASP) is strongly encouraged. Many students also maintain student membership in the Indiana Association of School Psychologists.

Professional Organizations
Students are expected to attend and participate in a state and/or national conference at least one time during their graduate studies. Students are also strongly encouraged to attend national professional conferences or conventions and to consider submitting presentation proposals at the local, state, regional, and national levels. CGPS, BCOE, and the Dept. of ACES have funds available to assist with travel costs.

SASP
SASP is a national group of graduate students in school psychology whose mission is to inform graduate students about issues pertaining to school psychology. They also provide opportunities for participation in activities relevant to the field of school psychology. The ISU chapter of SASP is officially recognized as a pre-professional organization by the Student Government Association of ISU and by the APA Division of School Psychology (Division 16). Membership dues are $10 per year. Local members are encouraged to join the national chapter. Officers for both the local and national chapters are elected annually. SASP membership and involvement at ISU provides the following opportunities:
- Supplemental professional development on topics relevant to school psychology
- Discussion of issues relevant to the program and the field
- Support from peers via formal and informal mentoring
- Social events to promote regular and positive student-student and faculty-student interactions
- Community, university, and program service opportunities

The program relies heavily upon SASP involvement for a number of program activities, including recruitment events (e.g., job fairs, school psychology awareness week), faculty searches, and interview days. Faculty attempt to announce dates and times for such events well in advance;

student efforts to attend and actively participate are both strongly encouraged and deeply appreciated.

NASP

NASP was established in 1969 as an organization dedicated to the support of practitioners in school psychology. The organization's mission is to represent and support school psychology through leadership to enhance the mental health and educational competence of all children. Benefits of membership in NASP include subscription to the *Communique* Newsletter and the quarterly journal *School Psychology Review*, discounted costs for NASP-published texts, access to NASP online resources, and reduced registration fees for NASP conventions and conferences. Students are encouraged to join NASP as student affiliates. Membership dues are $30.00 per year.

IASP

IASP is an organization of school psychologists in the state of Indiana dedicated to service for children, youth, families, and schools; to service to school psychologists practicing in the state of Indiana; and to the profession of school psychology.

Members of IASP receive a broad range of benefits, including the quarterly IASP Newsletter, reduced registration fees for IASP conferences and workshops; NASP-approved Continuing Education Units (CEUs) for conference and workshop participation; and up-to-date information on professional development events and local employment options in Indiana.
The program holds an institutional membership in IASP. This entitles all students enrolled in School Psychology programs at ISU to *free* student membership in IASP. Student members will receive communications from IASP, including the newsletter and conference announcements, through the Program Office.

Porter School Psychology Center

The Porter School Psychology Center (PSPC), located in the Norma and William Grosjean Clinic at University Hall, is associated with the school psychology program. PSPC is staffed by advanced graduate students and overseen by school psychology faculty. The clinic receives referrals from various sources, including local universities, area school districts, medical and mental health providers. While enrolled in SPSY 686 and upon request, students have the opportunity to collaborate with advanced graduate students and program faculty to complete clinic-based comprehensive evaluations through PSPC.

Research Participation

Program faculty routinely receive requests for student participation in research. Research participation may be considered a way of contributing to the profession by supporting ongoing empirical study into matters related to school psychology training and graduate student experiences. If the faculty member receiving the request believes that students in our program meet the inclusion criteria for study participation, they will distribute the research request as an announcement via the program Canvas page, and the announcement will remain active on the Canvas page for approximately two weeks. No participation reminders will be distributed. Such invitations should be not be construed as faculty endorsement of the project or as a faculty request to participate; responding to such invitations is completely voluntary.

Conducting and Disseminating Research

Departmental faculty or advanced students (under faculty supervision) may present opportunities for students to participate in conducting, presenting, and/or publishing empirical

research. Involvement in such activities is encouraged but not required. Students who volunteer for such activities should be prepared to actively contribute to the project and follow through on their commitments, including any required travel.

CERTIFICATION, ENDORSEMENT, AND LICENSURE

Graduates pursuing state or national licensure or certification should contact the Director of Training or the Department Office for assistance with document completion and signatures. When requesting signatures, it is highly recommended that applicants personally contact the faculty member(s) to discuss their license application. Relying upon automated notifications from electronic application systems can appear as "spam" or may complicate the verification of alumni credentials due to incomplete or inconsistent information.

Indiana School Psychologist Certification
Students who complete the Ed.S. degree program meet the educational requirements for licensure as a school psychologist in Indiana. Students are eligible to apply for their school psychologist certification through the Indiana Department of Education following the successful completion of all program requirements, including the internship and the internship portfolio. Once all course grades have been assigned, the academic advisor will provide the student with a letter verifying program completion and a letter verifying that the student has completed Indiana's required training in suicide prevention. The academic advisor will also notify the Education Student Services (ESS) Office in the Bayh College of Education that the student is eligible for school psychology licensure. *Students are responsible for completing the required CPR certification on their own.* Once all documentation is available, students may initiate a license application through the Indiana Department of Education Licensing Verification and Information System.

Out-of-state school psychologist certification
Although the program does not actively monitor educational requirements for licensure in other states, faculty do actively work with students to identify and meet requirements for licensure in other states, according to students' identified licensure goals. Students completing the Ed.S. program would meet educational requirements for licensure as a school psychologist in states that recognize NASP-approved programs as an acceptable educational experience.

Nationally Certified school psychologist (NCSP)
Students are eligible to apply for their NCSP, granted by the National Association of School Psychologists (NASP), once the Ed.S. degree has been posted on the official transcript. The academic advisor will not complete NCSP program verification until the degree has been posted. Internship verification forms may be completed once a grade has been assigned for internship; the school-based supervisor's signature should be obtained before sending the form to the university internship coordinator for verification.

ACES Department Faculty and Staff

Core Program Faculty
Carrie Ball, Ph.D., Professor & Director of Training, School Psychology
Christy Coleman-Brown, Ph.D., Instructor
Alyce Hopple, Ph.D., Assistant Professor & Director of Training, School Psychology
Donna Wetzel-Deiters, Ed.S., Lecturer
Angela McKinney, Ph.D., Adjunct Instructor

Educational Psychology Faculty
Annie Liner, Ph.D., Assistant Professor
Christine MacDonald, Ph.D., Professor, Department Chairperson
JaDora Sailes Moore, Ed.D., Associate Professor

Counseling Faculty
Tonya Balch, Ph.D., Professor (Director, School Counseling)
Bridget Roberts-Pittman, Ph.D., Professor
Anna Viviani, Ph.D., Associate Professor (Director, Clinical Mental Health Counseling & Counselor Education)
Nathaniel Wagner, Ph.D., Assistant Professor
Amanda White, Ph.D., Assistant Professor

Communication Disorders Faculty
Vicki Hammen, Ph.D., Professor, (Director, Speech-Language Pathology)
Min Han, Ph.D., Assistant Professor
Margaret Hill, Ph.D., Assistant Professor
Amanda Solesky, M.S., Senior Instructor, (Director, GCUH)

Department Staff
Dori Ball, Administrative Assistant, ACES & GCUH
Kimberley VanLannen, Administrative Assistant, ACES

APPENDIX A:

COURSEWORK OVERVIEW AND PROGRAM OF STUDY TEMPLATES

Educational Specialist (Ed.S.) in School Psychology
Full-Time Schedule of Study, Effective Fall 2021

Fall			Spring			Summer		
YEAR 1								
*Year 1 field experiences (SPSY 671 & 678) require **100 hours** of practicum across fall and spring semesters.*								
EPSY 520	Principles of Data-based Decision Making	2	COUN 533	Techniques of Counseling	3	EPSY 621	Development through the Lifespan	3
SPSY 500	Introduction to School Psychology	3	SPSY 682	Soc., Emot., & Behav. Theory & Assessment	2	SPSY 684	Data Integration and Interpretation	2
SPSY 667	Academic Assessment	2	SPSY 666	Cognitive Theory and Assessment	3	SPSY 685	Ethics and Law in School Psychology	3
SPSY 670	Principles of Academic Intervention	2	SPSY 683	Principles of Soc., Emot., & Behav. Intervention	2			
SPSY 671	Practicum in Academic Intervention	1	SPSY 678	Practicum in Soc/Emot. Interventions	1			
Total Credits		10	*Total Credits*		11	*Total Credits*		8
YEAR 2								
*Year 2 field experiences (SPSY 686) require **450 hours** of practicum across fall and spring semesters.*								
EPSY 626	Child and Adolescent Psychopathology	3	EPSY 628	Biological Bases of Behavior	3	COUN 666	Multicultural Counseling	3
SPSY 680	Principles of Individual Consultation and Collab.	3	SPSY 681	Principles of Systems Change and Consult.	3	EPSY 627	Learning Theories & Soc. Emot. Bases of Behav.	3
SPSY 686	Practicum in School Psychology	2	SPSY 686	Practicum in School Psychology	2			
SPSY 708	Equity, Social Justice, and Advocacy in Schools	3	SPSY 785	Advanced Seminar in School Psychology	3			
Total Credits		11	*Total Credits*		11	*Total Credits*		6
YEAR 3								
*Year 3 field experiences (SPSY 791) require **1200 hours** of internship across fall and spring semesters.*								
SPSY 791	Advanced Internship in School Psychology	3	SPSY 791	Advanced Internship in School Psychology	3			
Total Credits		3	*Total Credits*		3			

***Green** = Online (synchronous and/or asynchronous)*
***Blue** = Bi-monthly on-campus attendance*
***Yellow** = Weekly on-campus attendance*
***Orange** = Multi-day attendance (summer intensive)*

Educational Specialist (Ed.S.) in School Psychology
Part-Time Schedule of Study, Effective Fall 2021

Fall			Spring			Summer		
YEAR 1								
EPSY 520	Principles of Data-based Decision Making	2	COUN 533	Techniques of Counseling	3	SPSY 684	Data Integration and Interpretation	2
SPSY 500	Introduction to School Psychology	3	SPSY 682	Soc., Emot., & Behav. Theory & Assessment	2	SPSY 685	Ethics and Law in School Psychology	3
SPSY 667	Academic Assessment	2	SPSY 666	Cognitive Theory and Assessment	3			
Total Credits		7	*Total Credits*		8	*Total Credits*		5
YEAR 2								
*Year 2 field experiences (SPSY 671 & 678) require **100 hours** of practicum across fall and spring semesters.*								
EPSY 626	Child and Adolescent Psychopathology	3	EPSY 628	Biological Bases of Behavior	3	COUN 666	Multicultural Counseling	3
SPSY 670	Principles of Academic Intervention	2	SPSY 683	Principles of Soc., Emot., & Behav. Intervention	2	EPSY 621	Development through the Lifespan	3
SPSY 671	Practicum in Academic Intervention	1	SPSY 678	Practicum in Soc/Emot. Interventions	1			
Total Credits		6	*Total Credits*		6	*Total Credits*		6
YEAR 3								
*Year 3 field experiences (SPSY 686) require **450 hours** of practicum across fall and spring semesters.*								
SPSY 680	Principles of Individual Consultation and Collab.	3	SPSY 681	Principles of Systems Change and Consult.	3	EPSY 627	Learning Theories & Soc. Emot. Bases of Behav.	3
SPSY 686	Practicum in School Psychology	2	SPSY 686	Practicum in School Psychology	2			
SPSY 708	Equity, Social Justice, and Advocacy in Schools	3	SPSY 785	Advanced Seminar in School Psychology	3			
Total Credits		8	*Total Credits*		8	*Total Credits*		3
YEAR 4								
*Year 4 field experiences (SPSY 791) require **1200 hours** of internship across fall and spring semesters.*								
SPSY 791	Advanced Internship in School Psychology	3	SPSY 791	Advanced Internship in School Psychology	3			
Total Credits		3	*Total Credits*		3			
Green = Online (synchronous and/or asynchronous)								
Blue = Bi-monthly on-campus attendance								
Yellow = Weekly on-campus attendance								
Orange = Multi-day attendance (summer intensive)								

COLLEGE OF GRADUATE & PROFESSIONAL STUDIES
INDIANA STATE UNIVERSITY

PROGRAM OF STUDY for Ed.S. in School Psychology

Student Name: **University ID#:**
Advisor:

Minimum of 63 hours of coursework.

Research – 7 credits Course # Description	Cr.	Term Completed/To Be Completed	Grade	Transfer Course or Substitution	Transfer Institution
EPSY 520: Principles of Data-based Decision Making	2				
SPSY 681: Systems Consultation and Change	3				
SPSY 684: Data Integration and Interpretation	2				
Total	**7**				

Basic Profession Courses – 15 credits Course # Description	Cr.	Term Completed/To Be Completed	Grade	Transfer Course or Substitution	Transfer Institution
COUN 533: Techniques of Counseling	3				
EPSY 621: Development through the Lifespan	3				
EPSY 627: Learning Theories and Social Emotional Bases for Behavior	3				
EPSY 628: Biological Bases of Behavior	3				
SPSY 680: Individual Consultation and Collaboration	3				
Total	**15**				

Major Area – 35 credits Course # Description	Cr.	Term Completed/To Be Completed	Grade	Transfer Course or Substitution	Transfer Institution
COUN 666: Multicultural Counseling	3				
EPSY 626: Child and Adolescent Psychopathology	3				
SPSY 500: Foundations of School Psychology	3				
SPSY 666: Cognitive Theory and Assessment	3				
SPSY 667: Academic Assessment	2				
SPSY 670: Principles of Academic Intervention	2				
SPSY 671: Practicum in Academic Interventions	1				
SPSY 678: Practicum in Social, Emotional, and Behavioral Interventions	1				
SPSY 682: Social, Emotional, and Behavioral Assessment	2				
SPSY 683: Principles of Social, Emotional, and Behavioral Intervention	2				
SPSY 685: Ethics and Law in School Psychology	3				

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Course # / Description	Cr.	Term Completed/To Be Completed	Grade	Transfer Course or Substitution	Transfer Institution
SPSY 686: Practicum in School Psychology (repeated for 4 credits)	4				
SPSY 708: Seminar in Equity, Social Justice, and Advocacy	3				
SPSY 785: Advanced Seminar in School Psychology	3				
Total	**35**				
Internship – 6 credits Course # Description	Cr.	**Term Completed/To Be Completed**	**Grade**	**Transfer Course or Substitution**	**Transfer Institution**
SPSY 791: Advanced Internship in School Psychology (repeated for 6 credits)	6				
Total	**6**				
Grand Total Credits	**63**				

Signatures:

_____
Student   Date

_____
Advisor   Date

_____
Dean, CGPS   Date

Distribution:

Student

Advisor/Committee Chair

Dean, College of Graduate and Professional Studies

APPENDIX B:

ANNUAL STUDENT REVIEW RUBRIC

Annual Review of Performance – School Psychology Programs

Student: Date:

Performance in each of the areas below is evaluated based upon your performance over the past academic year. Ratings are determined by observations of your performance by the school psychology program faculty, a review of your course grades and practica evaluations, and feedback provided by other course instructors, graduate assistantship supervisors (as appropriate), and research committee members (as appropriate). If your performance falls within the "Unsatisfactory" or "Developing" ranges in one or more areas, your advisor may contact you to discuss options for ensuring your continued support and success.

Competencies related to content knowledge and skills. *Each domain is evaluated using the following criteria:*

> **Unsatisfactory (1) -** Course grades, available artifacts, and/or faculty and/or supervisor feedback reflect inadequate skill development given the student's level of graduate study. Despite opportunity and feedback, student has demonstrated inconsistent or limited growth in remediating deficits.
>
> **Developing (2) -** Course grades, available artifacts, and/or faculty and/or supervisor feedback reflect inadequate skill development given the student's level of graduate study. Student has been responsive to feedback and has demonstrated continuous growth.
>
> **Meets Expectations (3) -** Course grades, available artifacts, and/or faculty and/or supervisor feedback reflect performance consistent with expectations for the level of graduate study; student is ready to move on to the next training experience.
>
> **Exceeds Expectations (4) -** Course grades, available artifacts, and/or faculty and/or supervisor feedback reflect performance consistently above expectations given the student's level of graduate study.

Skill Area	Rating	Comments
Assessment & Data-based Decision Making – Demonstrate knowledge and skills to use psychological and educational assessment, data collection strategies, and technology resources in a valid, reliable, non-biased manner, and apply results to design, implement, and evaluate direct interventions, psychological services, and programs.		
Prevention & Intervention – Demonstrate knowledge and skills concerning the theories and strategies used to guide the design and implementation of effective interventions for children and adolescents.		
Consultation & Collaboration – Demonstrate the ability to apply theoretical knowledge and skills when consulting with educators, school administrators, family members, and other professionals.		
Research & Evaluation – Demonstrate knowledge and skills pertaining to research methodology and design, the evaluation of treatment effects, and the communication of findings.		

Competencies related to professional dispositions, interactions, and decision-making. Each area is evaluated based on domain-specificcriteria.

Unsatisfactory (1) - Available artifacts and feedback from faculty and/or supervisors reflect persistent (e.g., across time and/or across settings) or severe deficits in comparison to expectations for professional practice. Performance has not significantly improved in response to feedback.

Developing (2) - Available artifacts and feedback from faculty and/or supervisors reflect deficits in comparison to expectations for professional practice. Performance has been variable across time and/or setting or deficits are not considered severe. Student has taken responsibility for behavior and has demonstrated efforts to respond to feedback.

Meets Expectations (3) - Available artifacts and feedback from faculty and/or supervisors reflect performance consistent with expectations for professional practice. Any concerns have been minor and the student has readily self-identified deficits or responded to feedback.

Exceeds Expectations (4) - Available artifacts and feedback from faculty and/or supervisors reflect exceptional performance, insight, and/or leadership compared to expectations for professional practice.

Skill Area	Rating	Comments
Dependability – Demonstrated by behaviors including: • Attendance and punctuality • Adequate time management, completing assigned tasks on schedule • Preparedness for professional activities • Timely communication of need to change schedule or deadline		
Effective Written Communication – Demonstrated by behaviors including: • Employing written communication that is appropriate for the recipient (e.g., parents, students) • Use of professional language in written artifacts (e.g., reports, emails) • Appropriately proofreading to prevent miscommunication resulting from grammatical errors or typos		
Effective Oral Communication – Demonstrated by behaviors including: • Employing oral communication that is appropriate for the recipient (e.g., parents, students) • Nonverbal language (e.g., posture, tone, facial expression) that is respectful and appropriate to the context • Remaining calm and clearly communicating in stressful or unexpected situations		
Courtesy and Respect – Demonstrated by behaviors including: • Using respectful and professionally acceptable language • Demonstrating respect for others' time (e.g., coming prepared to meetings, being mindful not to dominate discussions/activities) • Adjusting behavior and language in a way that exhibits sensitivity to and tolerance of individual differences		

Collegiality – Demonstrated by behaviors including: • Actively engaging in group supervision, discussion, and projects • Offering productive and constructive feedback to classmates, sharing resources and ideas when appropriate • Considering others' needs when scheduling meetings or completing collaborative tasks • Seeking mutually agreeable solutions to problems or disagreements		
Reflective Practice – Demonstrated by behaviors including: • Accurate self-identification of professional strengths and areas for growth • Accepting and/or seeking performance feedback from instructors, supervisors, and colleagues • Engaging in and/or seeking out activities to improve areas identified for growth • Demonstrating awareness of the impact of his/her behavior on others		
Legal and Ethical Practice – Demonstrated by behaviors including: • Demonstrating knowledge and understanding of legal and ethical guidelines • Engaging in discussions of and/or asking questions about ethical and legal implications of situations • Accurate application of legal and ethical guidelines		
Professional Integrity – Demonstrated by behaviors including: • Honesty in presenting own and others' work (e.g., giving credit to sources, documenting hours and activities) • Accepting responsibility for behaviors and work products • Acknowledging and seeking supervision to address mistakes		

Summary/Suggested Action:

Ed.S. School Psychology Program Handbook, p. 34