

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

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Form Information



The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

First Step: ONLY change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-CrsRvs-2015-08-10**

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

Second Step: Click "SAVE" on bottom right

- DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS*
- Please be sure to remove the Brackets while renaming the page*

Third Step: Make sure the word DRAFT is in yellow at the top of the proposal

Fourth Step: Click on "**EDIT CONTENTS**" (*not EDIT*) and start completing the template. When exiting or when done, click "**SAVE**" (*not Save Draft*) on bottom right

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**Indicates a required field*

Proposer*	Mark R. McGowan		

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(A) Why is

The School Psychology Program at Indiana University of Pennsylvania is approved by the National Association of School Psychologists (NASP). Consequently, the Student Learning Outcomes for the Educational Specialist Degree are directly aligned with the knowledge and skills required by the NASP training standards for professionals entering the field. The program is designed to ensure that the professional school psychologist who completes the program will have the knowledge base, practitioner skills, and professional qualities necessary to provide services and leadership within the schools and community to children and their families.

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

Data-Based Decision Making and Accountability

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

Consultation and Collaboration

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

Interventions and Instructional Support to Develop Academic Skills

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

Interventions and Mental Health Services to Develop Social and Life Skills

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

School-Wide Practices to Promote Learning

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

Preventive and Responsive Services

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

Family-School Collaboration Services

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

Development and Learning

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

Research and Program Evaluation

17. Demonstrate knowledge of research design, statistics, measurement, varied data-collection and analysis techniques, and

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<p>(C) Implications of the program on other programs and the Students:*</p>	<p>The proposed Ed.S. in School Psychology Program replaces the current Certificate in School Psychology being offered by EDSP. There are no known impacts on other programs.</p> <p>Graduates of the IUP School Psychology Program enter a field consistently ranked among the top careers in the country (U.S. News & World Report, 2008), with an average salary greater than \$60,000. The job market for the foreseeable future is extremely promising. Currently, there is a "critical" national shortage of school psychologists available to meet student needs (Davis, McIntosh,</p>
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<p>(F) Propo sed Progr am</p> <p>Req uirem ents*</p>	<p>Attach a Word document containing the proposed program requirements.</p> <p>Please clearly label the attachment as Program Requirements</p> 
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<p>(G) Supporting Documents*</p>	<p>Please attach a document with a summary of all proposals.</p>
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