

## INDIANA UNIVERSITY ACADEMIC AFFAIRS

### Memorandum of Agreement For Phase 3 of the Development of a Collaborative Academic Program Ed.S. in School Psychology CIP Code: 42.2805; 80-99% Online (Y8)

IU Bloomington –School of Education

IU East–School of Education

IU Kokomo–School of Education

IU South Bend –School of Education

Date: March 30, 2021

With a spirit of respect and partnership, the undersigned campus representatives and university representatives agree to collaborate with each other, the Office of the Executive Vice President for University Academic Affairs, the Office of Online Education (OOE) and the Office of Collaborative Academic Programs (OCAP) to develop, deliver, and maintain a collaborative academic program for the Ed.S. in School Psychology. The details of this collaboration are documented in three Memoranda of Agreement (MOA), including this Phase 3 MOA.

### **Phase 3: Collaborative Academic Program Administration**

#### **1. Program committee structure**

- a. **Committee structure and responsibilities:** A faculty committee and a deans' committee will oversee this program. The committees will be assisted by a faculty member from the Office of Collaborative Academic Programs as requested.
  - i. The faculty committee is responsible for curriculum and student learning assessment, including
    1. Approving any changes to the curriculum of this program
    2. Ensuring that curricular changes that require campus approval are submitted to the appropriate campus units for such approval
    3. Developing and carrying out a process for assessing student learning
    4. Addressing other curricular, assessment, and communication functions as necessary.
  - ii. The deans' committee will have administrative oversight of the program, including
    1. Promoting a spirit of collaboration, rather than competition, among the participating campuses, in such areas as providing for equitable distribution of courses among the campuses
    2. Developing and overseeing a schedule and process for reviewing and evaluating the program
    3. Promoting intra- and inter-campus communication about issues related to coordination and administration of the program

4. Addressing other administrative functions as needed.

**b. Membership selection process and term of appointment**

- i. The faculty committee will be comprised of one or two faculty members from each participating campus. Each campus has one vote regardless of the number of representatives on the committee. The responsible academic unit at each campus will select its representatives to this committee.
- ii. The deans' committee will be comprised of the dean or the dean's designee of the school housing the degree at each campus.

**c. Committee chair selection process, term and responsibilities**

- i. The chair of each committee will be selected by the committee members and will serve a two-year term. A committee may elect to have co-chairs. The chair position should rotate among the campuses.
- ii. Chair responsibilities include developing meeting agendas, chairing meetings, arranging for note-taking, and facilitating communication among the committee members. OCAP will assist as requested.

**d. Ex-officio members, if any**

- i. OCAP faculty or staff may attend to assist with meetings as ex-officio members as requested.
- ii. Other ex-officio members may be appointed by agreement of the majority of the committee.

**e. Frequency of meetings**

- i. Committees will meet regularly to carry out their responsibilities.
- ii. Each committee will meet once a month in the first year of the program. Thereafter, a committee may decide to meet less often, but will meet at least once a semester and once in the summer to ensure continued success of the collaboration.

**f. Every campus participating in the collaboration has one vote, regardless of size.**

**g. Program Coordinator**

- i. At the request of the faculty and deans' committees, a program coordinator may be named.
- ii. The program coordinator will report to the deans' committee, in addition to the coordinator's normal reporting lines on his or her campus. The program coordinator will be nominated by the deans' committee, and will be appointed by the head of the academic unit at the coordinator's campus.
- iii. The Program Coordinator will coordinate with the deans' committee to develop a schedule of courses offered by the participating campuses, with the primary goal of ensuring that students in this program can progress through the degree and graduate in a timely manner. Among other responsibilities, the Program Coordinator will:
  1. Promote the smooth functioning of the collaboration
    - a. Schedule and convene regular meetings of the faculty and deans' committees in collaboration with committee chairs

- b. Assist committee chairs with agenda setting (including policy/strategy discussions) and note-taking
    - c. Provide facilitation and guidance to committees in carrying out their assigned duties as per the program’s MOA
    - d. Promote regular communication among the faculty, deans, and advisors within and across campuses
  - 2. Maintain records for the collaboration, including agendas and notes from meetings and program policies, such as transfer policies (in collaboration with the University Transfer Office), admission requirements, and current (and past) program requirements, including curriculum maps
    - a. Ensure that records are up-to-date and are readily available to the committee members
    - b. Provide accurate and timely information to advisors regarding program-specific requirements
  - 3. Act as liaison between OOE and OCAP and the program committees
    - a. Communicate regularly with OOE/OCAP program lead or designee to stay informed about OOE initiatives and services
    - b. Provide information coming from OOE (via the OCAP program lead or designee) to the program committees, including program enrollment data compiled by OOE, OOE marketing efforts, and other OOE initiatives and services related to the program
    - c. Bring information to OCAP about degree program needs with regard to OOE responsibilities (including IUOCC)
  - 4. Coordinate with OCAP, OOE, and the University Registrar to ensure accurate replication of the program’s courses in IUOCC. This includes providing an accurate list of courses to be replicated each semester, providing up-to-date list of all courses in the program’s curriculum, and promptly responding to other requests related to IUOCC.
  - 5. Coordinate with program committee members to meet campus-specific responsibilities related to the degree (degree maps, AARs, bulletin copy, etc.).
  - 6. Work with the campus fiscal officers to collect and distribute funds to support the program coordinator position
- iv. To reduce campus costs for new programs, the OCAP program lead (or designee) will carry out the duties of the program coordinator when the program is first implemented and until the program’s enrollment reaches 100 or more students, total across all campuses, for two consecutive semesters, or earlier if recommended by OCAP, based on real and projected enrollment trends and other considerations. The OCAP program lead will work closely with the committees overseeing the program.
  - v. When a campus-based program coordinator is appointed, the position will rotate among the campuses every two years.
    - 1. All participating campuses will contribute equally to the cost of the program coordinator.

2. The coordinator will be paid as an overload, with the amount tied to number of campuses participating and to enrollment (based on a two-year rolling average).
  3. Enrollment of 100 – 199 students: The coordinator will be paid \$600 per semester for each participating campus.
  4. For every additional 100 students, the amount paid to the coordinator will increase by \$100 per semester per campus.
- vi. The OCAP program lead (or designee) will communicate regularly with the program coordinator to provide assistance or information as needed. The OCAP program lead (or designee) will be the interpreter of the MOA, including, if requested, brokering any disagreements among collaborating campuses, and serve as the communication link between the program coordinator and the Office of Online Education and University Academic Affairs.

## **2. Promotion, marketing, and recruitment**

- a. To ensure consistency of messages among the campuses and with the Office of Online Education, campuses will coordinate with OOE on all marketing and recruitment initiatives related to this program, including**
  - i. Timing and content of press releases, especially those related to new program approval and implementation
  - ii. Program descriptions on the campus and OOE websites
  - iii. Marketing messages intended for broad audiences, such as digital marketing and program brochures.
- b. This program will be listed on the IU Online website.**
  - i. OOE will provide market analysis as required to determine the opportunities and obstacles to enrolling students in this and other IU Online programs.
  - ii. OOE staff and representatives will be trained to answer initial responses regarding the program and refer prospective students to the campuses for follow-up.
  - iii. OOE may partner with this program to provide marketing and recruitment campaigns that reinforce the overall recruitment message and maximize the utilization of OOE, campus, and program resources.
  - iv. OOE will provide effectiveness tracking of marketing campaigns and establish Return on Investment (ROI) for marketing and recruitment of IU Online students.

## **3. Curricular sharing and enrollment management**

- a. To reduce upfront costs of online course development, sharing of course materials and learning resources among faculty and across campuses is strongly encouraged.**
  - i. The faculty developing core and/or elective courses which will be taught by more than one campus agree to collaborate with each other and IU's eLearning Design and Services staff to create online materials which will be shared among the campuses.
  - ii. If eDS resources permit, instructors for regularly-offered elective courses being taught by a single campus may receive instructional design assistance from eDS. OCAP staff will assist with these arrangements.
- b. Curricular sharing**

- i. The campuses agree to share the responsibility for offering the courses listed in the curriculum map in MOA2 for this program. Each campus will teach a minimum of one course in the program per academic year (including summer).
  - ii. To the extent possible given the constraints of varying faculty resources across campuses, the deans' committee will strive to distribute courses across campuses fairly and equitably.
  - iii. A curriculum map of courses and provisional rotation of campus offerings is attached as Appendix A- Ed.S. in School Psychology: This draft rotation attempts to establish a schedule of course offerings for the first several of the program and is partially based on current online offerings. The schedule will be monitored and modified by the faculty and/or deans' committee to accommodate enrollment demand and instructor availability. However, each campus agrees it will teach a minimum of one course in the program each academic year.
- c. Quality Matters as baseline standard.** Campuses must respect each other's competence to offer quality courses. All courses taught in this program will be designed to meet or exceed Quality Matters standards. Instructors developing the courses should be proficient in the use of the QM rubric as applied to online course design. (In collaboration with campus CTLs and eDS instructional designers, the OCAP Quality Matters Lead-Coordinator will help faculty teaching for the program apply the QM rubric in their courses to ensure that IU Online courses meet the standards for online instruction.)
- d. Course caps.** Caps on courses for this program will be set by the campus of instruction and will not exceed the cap set for IUOCC courses. Course caps will normally not exceed 40, and, in many cases, depending on campus of instruction and type of course, will be lower.

#### **4. Faculty selection and assignment to teach in the program**

- a. Both full- and part-time IU faculty members who hold proper credentials as determined by the relevant academic units at the campus of instruction are eligible to teach courses in this program.
- b. The campus of instruction bears the cost of instruction, and therefore has the final say in which of its faculty members may teach courses in this program and how its faculty members are compensated, including whether the faculty member will teach a course in-load or as an overload.

#### **5. Assignment of students to program and campus of enrollment**

##### **a. Classifying students in this online program.**

- i. The campus of enrollment is responsible for ensuring that the student is correctly classified as enrolled in the fully online program. This is required for students to be charged the correct tuition rate, to receive the correct degree map, to be provided adequate advising and other support, and to ensure accurate reporting to federal, state, and accrediting authorities concerning online enrollment.
- ii. Advisors or other officials at the campus of enrollment are responsible for apprising students in online programs that, should they choose to take an on-campus class, their tuition rate may change and additional campus fees may apply for the semester in which they are enrolled in an on-campus class.
- iii. To avoid competition between an on-campus program and this online program, and to adhere to IU's definition of an on-campus program, students in an on-campus program

may not take more than 50% of their courses online. It is up to the campus of enrollment to decide whether students in an on-campus program may use courses offered as part of the online program to count toward the on-campus degree.

**b. Policy for assigning students to a campus.**

- i. For students who contact the Office of Online Education (as a result of OOE marketing efforts, including the IU Online website):
  1. Students, including reciprocity students, who live in a participating campus's distribution area, as defined by OOE, will be referred for admission to the campus serving the area the student resides in.
  2. Students located outside participating campuses' OOE-defined distribution area will be referred to a participating campus on a rotating basis.
- ii. For students who contact a campus first:
  1. If the student resides in a different participating campus's distribution area, as defined by OOE, the campus should tell the student that the same program is available at that campus and, if the student chooses, connect the student to that campus's admissions office.
  2. Otherwise, the campus is free to recruit the student.
- iii. Once a student is admitted to a campus, that campus becomes the student's home campus of enrollment. Campuses will not encourage students to transfer from one campus to another.
- iv. Students have the final say as to which campus will be their campus of enrollment.

**6. Provision of student services**

**a. Services provided by the Office of Online Education**

- i. OOE provides 24/7 support for students and prospective students via phone, email and chat.
- ii. For students pursuing an IU Online program, OOE supports the following services, provided in collaboration with campus partners:
  1. Onboarding/orientation to online education at IU
  2. Coaching and mentoring
  3. Math and writing tutoring
  4. Career services
  5. Coordination with campuses in managing student conduct issues, facilitating, as needed, inter-campus conversations with the goal of resolving the issue using existing campus processes
  6. Coordination with campuses in complying with ADA requirements
  7. Advocacy for students enrolled at multiple campuses
  8. Internship/co-op management

**b. Students apply and are admitted to a home campus of enrollment. The campus of enrollment will provide student services in a format appropriate for fully-online students.**

**These include:**

- i. Application and admission services, including any campus-specific new student orientation
- ii. Financial aid and bursar
- iii. Registrar
- iv. Academic advising
- v. Technology support
- vi. Library
- vii. Referrals for counseling and mental health support

**7. Commitment to faculty development****a. Describe how the faculty in this program will receive Quality Matters training**

- i. Each campus will be responsible for ensuring that its faculty teaching in this program, including any adjunct faculty, are familiar with QM standards for quality online course design.
- ii. This is normally accomplished by having the faculty member take the IU-approved course, taught by the campus CTL, on the application of the QM rubric to online course design.

**b. Describe how peer review of courses will occur.**

- i. Faculty may elect to have their courses reviewed for adherence to QM standards, following IU's process for such reviews. OOE pays the costs of these reviews, and the process is managed by the QM Course Review Manager in OOE/OCAP.
- ii. Courses in this program are subject to the campus of instruction's policies and practices for ensuring quality, including peer review of teaching and end-of-course evaluations.
- iii. Faculty teaching in this program will be informed by the faculty curriculum committee of the results of student learning assessment, with particular attention to recommendations for program improvement.

**c. State how often faculty will have opportunities to meet.**

- i. The faculty and deans' committees will meet as described in Section 1, above.
- ii. The faculty teaching in this program, and/or campus-based faculty advisory committees (if any), will meet as recommended by the faculty and/or deans' committees.

**8. Tuition, fees, and revenue sharing****a. Tuition and fees**

- i. The IU Board of Trustees has given the Senior Vice President and Chief Financial Officer the authority to determine fees for online courses and online programs.
- ii. In keeping with the IU policy on distance education tuition and fees (found at <http://policies.iu.edu/policies/categories/financial/miscellaneous-osvpcfo-policies/VII-5-distance-education-fee.shtml>), students in this program who are taking fully-online schedules will pay a standard per-credit hour tuition rate, independent of campus of enrollment.

- iii. Students also pay a standard per-credit hour fee (currently \$70), which replaces all campus-related and distance education fees.
  - iv. The tuition and fee rates apply only to students in the online program who are taking fully online schedules. Students will be charged the on-campus tuition and fees of their campus of enrollment for any semester in which they take any on-campus courses.
- b. **Revenue sharing:** The courses for this collaborative academic program will be shared across campuses through IU Online Class Connect and use IUOCC’s revenue-sharing model. (Currently, the campus of instruction receives 70% of tuition and the campus of enrollment receives 30% of tuition plus the campus’s portion of the credit hour fee.)

## 9. Data needs and reporting

- a. The participating campuses agree to share data relevant to program review, such as enrollment, retention, and persistence rates of students in the program, DFW rates in core courses, and assessment of student work.
- b. Upon request, each campus agrees to provide to another participating campus data required for annual institutional updates or other reports to state, federal, and/or accrediting agencies.
- c. In addition, campuses agree to share with each other any official statements regarding the program made to state, federal, accreditation, and/or other external agencies, including statements about how the campus verifies student identity.
- d. Participating campuses agree to instruct their faculty and instructors to give OOE and OCAP, upon request, access in CANVAS to all curricular and course materials, for purposes of ensuring compliance with all university policies, as well as all state, federal, and accreditor regulations.

## 10. Program review and changes

- a. The deans’ committee is responsible for developing processes and establishing a timeline and criteria for program review.
  - i. Whenever possible, the timeline, processes, and criteria should not conflict with campus requirements for reporting.
  - ii. Campus representatives to the deans’ committee are responsible for providing program review information, in the appropriate format, to their campus office which collects this information. Campus representatives are also responsible for providing any feedback from campus-level evaluations of the program to the deans’ and/or faculty committee for action.
- b. At least one program review should be completed prior to the expiration of the MOA for the collaboration.

## 11. Review of the Memorandum of Agreement

- a. This MOA will be in effect for a period of four years from the date of implementation of the program.
- b. Approximately six months prior to the end of the agreement, OCAP will call for a review of the MOA by the deans’ committee and campus academic leadership. At this time,
  - i. Participating campuses may renew, renegotiate, or terminate the MOA.
  - ii. Non-participating campuses may elect to join the collaboration on an annual basis; however, they must agree to the existing curriculum and policies as outlined in the MOAs.

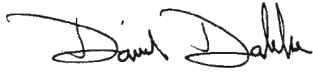


- iii. Campuses currently-participating in the collaboration may elect to withdraw at the end of the current MOA cycle.

## **12. Waiver of participation**

- a. Any campus, for any reason, may waive the right to participate in this collaborative academic program. A campus is not committed to participating in the program until the third MOA (the current document) is signed.
  - i. A campus may not prevent, veto, or in any other way create barriers to the involvement of other campuses in this or any other collaborative academic program.
  - ii. A non-participating campus may not offer an online degree program in the same discipline and at the same level as long as this collaboration remains in existence.
- b. Any appeals for relief from this rule must be made to the Office of Collaborative Academic Programs, and will be addressed by the IU Academic Leadership Council Executive Committee.
- c. By signing the third MOA (this document), each campus representative agrees that the campus is committed to fully participating in the program for the duration of the MOA.
  - i. A campus may not withdraw from the collaboration prior to the expiration of the MOA unless all parties agree to permit it.
  - ii. Any participating campus which withdraws from this collaborative academic program must remove this program from its active inventory of academic programs and stop admitting and enrolling students. The campus may not offer this or a similar program online as long as this collaborative online academic program remains in existence.

PHASE 3 MOA SIGNATURES:



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David Daleke, Vice Provost for Graduate Education and Health Sciences and Associate Dean of the University Graduate School, IU Bloomington



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Stacy Morrone, Interim Dean and Professor, School of Education, IU Bloomington



[Michelle Malott \(Apr 15, 2021 10:39 EDT\)](#)

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Michelle Malott, Executive Vice Chancellor for Academic Affairs, IU East



[Jerry Wilde \(Apr 2, 2021 12:58 EDT\)](#)

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Jerry Wilde, Dean, School of Education, IU East



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Mark Canada, Executive Vice Chancellor for Academic Affairs, IU Kokomo



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Leah Nellis, Dean, School of Education, IU Kokomo



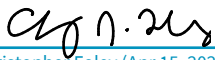
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Jill Pearson, Executive Vice Chancellor for Academic Affairs, IU South Bend



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Hope Davis, Dean, School of Education, IU South Bend



[Christopher Foley \(Apr 15, 2021 10:37 EDT\)](#)

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Chris Foley, Associate Vice President for University Academic Affairs, Director, Office of Online Education



[Hitesh Kathuria \(Apr 2, 2021 13:53 EDT\)](#)

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Hitesh Kathuria, Assistant VP for University Academic Affairs, Director, Office of Collaborative Academic Programs



[Mandy Bartley \(Apr 2, 2021 21:20 EDT\)](#)

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Documented in OnBase by OOE Decision Support

Appendix A—Degree Map and Provisional Instructional Rotation by Term and Campus

Course	Description	Cr. Hrs. / Modality	Summer 2022	Fall 2022	Spring 2023	Summer 2023	Fall 2023	Spring 2024	Summer 2024	Fall 2024	Spring 2025	Summer 2025	Fall 2025	Spring 2026
	80-99% Online Y8													
EDUC-6650	Single-Subject Research Design	3 / OA						BL/TBD						BL/TBD
EDUC-6601 OR EDUC-6635	Assessment and Evaluation OR Methodology of Educational Evaluation	3 / OA								BL/TBD				
EDUC-6523	Laboratory in Counseling	3 / HY				BL/TBD						BL/TBD		
EDUC-6540	Cognition/Learning Basis of Behavior: 3 cr. hrs.	3 / OA			BL/TBD									
EDUC-6540	Learning & Cognition	3 / OA						BL/TBD						
EDUC-6514	Human Development: 3 cr. hrs.	3 / OA												
EDUC-6514	Lifespan Development: Birth to Death	3 / OA			BL/TBD	SB/Larrier			SB/Larrier					BL/TBD
EDUC-6505	Special Education: 6 cr. hrs.	3 / OA												
EDUC-6505	Exceptional Learners	3 / OA			EA/EI/IF	EA/EI/IF	EA/EI/IF	EA/EI/IF	EA/EI/IF	EA/EI/IF	EA/EI/IF	EA/EI/IF	EA/EI/IF	EA/EI/IF
EDUC-6548	Families, Schools, and Society	3 / HY												
EDUC-6602	Core School Psychology: 44 cr. hrs.	3 / HY												
EDUC-6602	Assessment, Prevention and Intervention I	3 / HY			KO/TBD									
EDUC-6604	Role and Function of School Psychologists	3 / HY				KO/TBD								
EDUC-6682	Developmental Psychopathology	3 / OL				BL/TBD								
EDUC-6605 OR EDUC-6670	Collaboration and Consultation I OR Behavioral Analysis and Consultation for School Psychologists	3 / HY					KO/TBD (P605 HY)							
EDUC-6680	Ethical, Legal & Professional Issues in School Psychology	3 / HY						BL/TBD						
EDUC-6681 OR EDUC-6655 OR EDUC-6632	Psychology of Cultural Diversity OR Seminar in Multicultural and Global Education OR Multicultural Counseling	3 / HY, OA				BL/Srinberg (G575 combined with P681) HY			BL/Srinberg (G575 combined with P681) HY					
EDUC-6606	Assessment, Prevention, and Intervention II	3 / HY						BL/TBD						BL/TBD
EDUC-6607	Social Justice, Consultation, Advocacy and Leadership	3 / HY							BL/Srinberg					
EDUC-6682	Seminar in Therapeutic Interventions with Children/Mental Health Counseling	3 / HY												BL/TBD
EDUC-6609	Assessment, Prevention, and Intervention III	3 / HY												
EDUC-6656	Practicum in School Psychology (Practicum I)	1 / HY												BL/TBD
EDUC-6656	Practicum in School Psychology (Practicum II)	1 / HY												BL/TBD
EDUC-6656	Practicum in School Psychology (Practicum III)	1 / HY												KO/TBD
EDUC-6656	Practicum in School Psychology (Practicum IV)	1 / HY												KO/TBD
EDUC-6612	Trauma-informed Preventive Practices in Classrooms and Schools	3 / HY												KO/TBD
EDUC-6613	Responsive Educational Practices and Approaches	3 / HY												
EDUC-6596	Internship in School Psychology	2 / HY												
EDUC-6596	Internship in School Psychology	2 / HY												
	Total credit hours	65												

**Memorandum of Agreement  
For Phase 2 of the Development of a Collaborative Academic Program  
Ed.S. in School Psychology**

IU Bloomington – School of Education

IU East – School of Education

IU Kokomo – School of Education

IU South Bend – School of Education

Date – January 4, 2021

With a spirit of respect and partnership, the undersigned campus and university representatives agree to collaborate with each other, the Office of the Executive Vice President for University Academic Affairs, and the Office of Online Education to develop, deliver, and maintain a collaborative academic graduate program for Ed.S. in School Psychology. The details of this collaboration are documented in three Memorandum of Agreement, including this Phase 2 MOA.

**Phase 2: Curriculum and Admission Requirements**

**1. Statement of Need and Program Demand**

This program is intended for individuals who hold a bachelor’s degree and are interested in working in a school setting as a school psychologist. It is anticipated that the proposed program will attract individuals, as well as school districts and special education cooperatives, that need the flexibility offered by a hybrid program that is offered through a thoughtful collection of online, on-campus, and in-district courses and meetings designed to meet the needs of working professionals who are unable to travel to a campus-based program.

In order to complete this program, all candidates would be required to have the support or sponsorship of a school district to ensure access to opportunities for school-based field experiences, materials such as assessment instruments, and licensed school psychologists who can serve as mentors and practica supervisors.

For a currently employed school employee, written agreements would be required to ensure that school administrators will allow the candidate the necessary time to complete practica activities during the school day and provide coverage for the candidate’s job responsibility, if needed.

**2. Faculty governance and curriculum approval processes**

*The MOA must adhere to the following principles:*

- a. **Curriculum must stay under faculty governance.** Memorandum agreements must recognize that the curriculum belongs to faculty, and that faculty are responsible for curriculum integrity.
- b. **Curriculum approvals must use normal operations of university and collaborating campuses.** Because academic program governance occurs at the campus level, the curriculum must be approved by the relevant campus faculty committee(s). Accrediting bodies such as Higher Learning Commission may require documentation that appropriate campus approvals have been obtained.

### 3. Curricular framework

#### a. Program’s key learning outcomes –

The proposed program will be aligned to the graduate preparation standards of the National Association of School Psychologists (NASP) which have been adopted by the Indiana Department of Education for the preparation and credentialing of school psychologists for Indiana P-12 schools. The program will prepare school psychologists to:

1. Utilize assessment methods to make data-based decisions that result in positive educational outcomes for children and youth.
2. Work collaboratively with educators and professional colleagues to design and deliver instruction, services, and programming that promote academic, social, cognitive, and emotional competencies for children and youth.
3. Apply knowledge and skills to advocate for and provide school psychological services that are responsive to the needs of diverse children and youth and their families.
4. Develop, implement, and evaluate systems-level programs that enhance the capacity of a school building or district to provide a safe, supportive, and responsive environment of all students.
5. Develop an attitude of and competence in a social justice and multicultural framework that guides one’s delivery of school psychological services.
6. Utilize reflective practice for continual professional learning and the delivery of services that are ethical, legal, and informed by research and evidence.

#### b. Program Structure and Required Courses

To earn the Ed.S., students must complete the credit hour requirements listed below in accordance with Indiana University graduate policy. At least 65 graduate semester hours or the equivalent, with at least 54 hours exclusive of credit for the supervised specialist-level internship experience ([NASP](#)) (See table below for list of courses) -

<b>Inquiry: 6 cr. hrs.</b>		
EDUC-Y650	Single-Subject Research Design	3
EDUC-J601 <b>OR</b> EDUC-Y635	Assessment and Evaluation <b>OR</b> Methodology of Educational Evaluation	3
<b>Counseling: 3 cr. hrs.</b>		
EDUC-G523	Laboratory in Counseling	3

<b>Cognition/Learning Basis of Behavior: 3 cr. hrs.</b>		
EDUC-P540	Learning & Cognition	3
<b>Human Development: 3 cr. hrs.</b>		
EDUC-P514	Lifespan Development: Birth to Death	3
<b>Special Education: 6 cr. hrs.</b>		
EDUC-K505	Exceptional Learners	3
EDUC-K548	Families, Schools, and Society	3
<b>Core School Psychology: 44 cr. hrs.</b>		
EDUC-P602	Assessment, Prevention and Intervention I	3
EDUC-P604	Role and Function of School Psychologists	3
EDUC-P682	Developmental Psychopathology	3
EDUC-P605 <b>OR</b> EDUC-P670	Collaboration and Consultation I <b>OR</b> Behavioral Analysis and Consultation for School Psychologists	3
EDUC-P680	Ethical, Legal & Professional Issues in School Psychology	3
EDUC-P681 <b>OR</b> EDUC-J655 <b>OR</b> EDUC-G575	Psychology of Cultural Diversity <b>OR</b> Seminar in Multicultural and Global Education <b>OR</b> Multicultural Counseling	3
EDUC-P606	Assessment, Prevention, and Intervention II	3
EDUC-P607	Social Justice, Consultation, Advocacy and Leadership	3
EDUC-P692	Seminar in Therapeutic Interventions with Children/Mental Health Counseling	3
EDUC-P609	Assessment, Prevention, and Intervention III	3
EDUC-P656	Practicum in School Psychology (Practicum I)	2
EDUC-P656	Practicum in School Psychology (Practicum II)	2
EDUC-P612	Trauma-informed Preventive Practices in Classrooms and Schools	3
EDUC-P613	Responsive Educational Practices and Approaches	3
EDUC-P596	Internship in School Psychology	4
	<b>Total credit hours</b>	<b>65</b>

**c. Pre-requisite Coursework**

Students must hold a Bachelor's degree.

**d. Required courses and time to completion**

Working professional taking 3-4 courses per year will be able to complete the Ed.S. in School Psychology degree in 5-6 years of consecutive and part-time enrollment. Students taking 8 courses a year will be able to finish the degree in 3-4 years.

**7. Agreements regarding common use of textbooks, e-texts, and/or other learning resources.**

*Specify any agreements regarding the use of learning resources in the program:*

**a. Textbook and e-texts**

Selection and use of textbooks, e-texts, and other learning resources are at the discretion of the faculty members teaching the course and will be based on the agreed-upon course description and learning outcomes for the course. As per IU policy and practice, a student from one campus who is in a course taught by a faculty member from a different campus will have access to electronic resources from the faculty member's campus library for the duration of the course.

**8. Admission and other requirements**

**a. Admission requirements.** *The policies described below will serve the needs of the target audience as reflected in the statement of purpose for the program in MOAI.*

Admission to this program does not imply admission to any other IU program, including on-campus graduate programs offered by collaborating campuses. Should students wish to transfer into one of the existing graduate programs, they will follow the established application process.

- Baccalaureate degree - transcripts from all colleges and universities attended (Transcripts not required from IU Campuses)
- Minimum 3.0/4.0 GPA at undergraduate level.
- 250-word personal statement explaining background and reasons for entering the program.

This statement should:

- Reference career goals as they align with this program,
- Describe relevant work experience, and
- Briefly address any deficiencies in applicants academic record that do not meet program admission standards.

See Satisfactory Academic Progress in the Program and Disqualifications below.

**b. Requirements for transfer, satisfactory progress, and dismissal from the program.**

Students can transfer up to six graduate credit hours into the graduate program with the permission of an advisor.

### **Satisfactory Academic Progress in the Program**

Satisfactory academic progress and dismissal from the Ed.S. in School Psychology Program will follow standard IU Graduate School and School of Education policies. The committee recommends the following program-specific guidelines:

The School of Education Graduate Advisor will review students' cumulative course grades at the end of each semester and determine if there are students who need to be placed on probation or counseled out of the program because they are not earning the 3.0 GPA required by the degree. The advisor will report the outcome of these audits to the Faculty Committee of the collaborative Ed.S. in School Psychology, which will communicate with students in danger of academic failure.

Students must:

- Maintain a 3.0/B grade point average

**Transfer:** Official IU and campus-specific policies for transfer of credit (see <https://transfer.iu.edu> for IU policy) will be followed (subject to state law).

### **Probation /Disqualification**

Students will be unable to progress if the following occurs:

- Failure to achieve a C in any graduate course.
- Failure to maintain a grade point average of 3.0 in program overall GPA.
- Serious academic misconduct (subject to the appeals process on each campus).
- Students are required to fulfill the dispositional requirements stipulated by their home campus.

## **9. Process for assessment and evaluation**

*Articulate agreed upon processes for student assessment and end-of-course evaluations. Develop a schedule for review and revision of courses in the program.*

The faculty will be integrally involved in the course review, revision, and assessment of the online program.

The MOA2 Faculty Committee will develop an assessment map that aligns individual required courses to the overall graduate certificate in Ed.S. in Educational Leadership program learning outcomes.

Additionally, the MOA2 Faculty Committee will work with the Office of Collaborative Academic Programs to develop a primary trait rubric for learning outcomes and will post copies to associated Canvas courses. Each instructor will evaluate at least one signature assignment using the rubric to assess how students in the course met its designated learning outcome.

The steering committee will hold an annual meeting to review the course rubrics and consider how the curriculum can be improved. A full program-review based on assessment data will be conducted in the spring semester of the third year (following implementation) of the program and prior to the expiration of this MOA2.



**Faculty Signatures:**

*David Shriberg*

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David Shriberg, Professor of Education, Chair, School Psychology  
School of Education, Indiana University Bloomington

*Jerry Wilde*

Jerry Wilde (Jan 11, 2021 13:05 EST)

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Jerry Wilde, Professor of Education, Dean  
School of Education, Indiana University East

*Leah Nellis*

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Leah Nellis, Professor of Education, Dean  
School of Education, Indiana University Kokomo

*Yvonne Larrier*

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Yvonne Larrier, Associate Professor, Department Chair, Counseling & Human Services,  
School of Education, Indiana University South Bend

*Hitesh Kathuria*

Hitesh Kathuria (Jan 11, 2021 16:20 EST)

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Hitesh Kathuria, Assistant Vice President, University Academic Affairs,  
Director, Office of Collaborative Academic Programs, Indiana University

*Mandy Bartley*

Mandy Bartley (Jan 11, 2021 14:00 EST)

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**INDIANA UNIVERSITY ACADEMIC AFFAIRS**

**Memorandum of Agreement  
For Phase 1 of the Development of a Collaborative Academic Program  
Education Specialist in School Psychology**

Indiana University Bloomington, School of Education

Indiana University East, School of Education

Indiana University Kokomo, School of Education

Indiana University South Bend, School of Education

*August 19, 2020*

With a spirit of respect and partnership, the undersigned campus representatives and university representatives agree to collaborate with each other, the Office of the Executive Vice President for University Academic Affairs, and the Office of Online Education and develop, deliver, and maintain a Collaborative Academic Program for the Education Specialist in School Psychology. The details of this collaboration are documented in three Memoranda of Agreement (MOA), beginning with this Phase 1 MOA.

**Phase 1: Documentation of Interests and Responsibilities**

**1. Purpose of the program**

**a. Target audience**

This program is intended for individuals who hold a bachelor's degree and are working in a school setting in some capacity as, for example, a general education teacher, special education teacher, interventionist, or para-professional. Candidates would be required to have the support or sponsorship of a school district to ensure access to opportunities for school-based field experiences, materials such as assessment instruments, and licensed school psychologists who can serve as mentors and practica supervisors. Agreements would be required to ensure that school administrators will allow the candidate the necessary time to complete practica activities during the school day and provide coverage for the candidate's job responsibility, if needed.

It is anticipated that the proposed program will attract individuals, as well as school districts and special education cooperatives, that need the flexibility offered by a hybrid program that is offered through a thoughtful collection of online, on-campus, and in-district courses and meetings designed to meet the needs of working professionals who are unable to travel to a campus-based program.

**b. Key goals for the program**

The proposed program will be aligned to the graduate preparation standards of the National

Association of School Psychologists (NASP) which have been adopted by the Indiana Department of Education for the preparation and credentialing of school psychologists for Indiana P-12 schools. The program will prepare school psychologists to:

- i. Utilize assessment methods to make data-based decisions that result in positive educational outcomes for children and youth.
- ii. Work collaboratively with educators and professional colleagues to design and deliver instruction, services, and programming that promote academic, social, cognitive, and emotional competencies for children and youth.
- iii. Apply knowledge and skills to advocate for and provide school psychological services that are responsive to the needs of diverse children and youth and their families.
- iv. Develop, implement, and evaluate systems-level programs that enhance the capacity of a school building or district to provide a safe, supportive, and responsive environment of all students.
- v. Utilize reflective practice for continual professional learning and the delivery of services that are ethical, legal, and informed by research and evidence. Meet student demand / address student choice

## **2. Statement of Responsibilities**

*The Office of the Executive Vice President for University Academic Affairs and the Office of Online Education agree to work with collaborating campuses and other administrative groups to provide the following services in support of the program:*

- Clearinghouse and facilitation for collaborative academic programs.
- Support for travel for campus faculty representatives for up to two one-day long meetings at IUPUI (COVID permitting).
- Information and guidance, as requested, including examples of documents, curricular structure, models for course sharing.
- Work with the SVPCFO office, campus leadership, and committee representatives to identify potential demand for program and develop financial projections for the first five years of enrollment.
- Assist the campuses in guiding the resulting proposal through the approval process, including obtaining Higher Learning Commission approval for the joint degree.
- Compliance to all applicable federal, state, and accreditor regulations for online education, and covering fees associated with federal and state regulations.
- Instructional design and development support from eLearning Design and Services
- Maintenance of infrastructure (technical systems, policies, processes) necessary for online courses and programs.
- IU Online web portal.

- Market analysis and funding projections for new online programs.
- Marketing and advertising of IU Online brand, collaborative academic programs, and online courses listed on IU Online Class Connect.
- Memberships to relevant associations, such as Online Learning Consortium, Quality Matters, Education Advisory Board Continuing & Online Education Forum, UPCEA.
- Accounting and reporting of data and metrics for tracking online courses and programs.
- Support services for online students, include recruitment, application and admissions processing, orientation, and initial advising.
- 24/7/365 Call Center for online students.
- Participating campuses have contracted with OOE to provide the following additional services: coaching and mentoring, math and writing tutoring, and internship/coop management, and career services.

*Campus academic administration representative to the committee agrees to:*

- Collaborate with representatives from the other campuses to develop the Collaborative Academic Program Phase 2 MOA for the degree program and (if a new degree program) to develop a new program proposal following Indiana Commission for Higher Education format and guidelines. OCAP will provide templates for the degree proposals and create the employment and enrollment tables required by the ICHE.
- Attend curriculum development meetings at IUPUI as scheduled. Typically, there will be two such meetings.
- Identify a delegate to attend regularly scheduled meetings when scheduling conflicts arise.
- Maintain regular communication with campus academic leadership as to the committee's progress.

*All parties agree that:*

- Though consensus agreements are preferred, on occasions when a vote is necessary, each campus shall have one vote, regardless of size of campus or number of representatives on the committee.
- For students enrolled in the collaborative academic program, any course taken from one of the participating campuses will count as residency credit at the student's campus of enrollment.
- No campus will be required to sign a Collaborative Academic Program MOA, and no campus may stop other campuses from moving forward with the collaborative program.
- There will be no competition between IU campuses with online programs, and no duplication of online programs between campuses without clear distinctions. Therefore, if campuses are unable to agree, and MOAs for two or more competing online programs are developed, the Academic Leadership Council will determine which program will be approved. If this occurs, the campus(es) receiving approval for the program may be required to share revenue with the non-participating campuses, as determined by the University SVPCFO based on market analysis and anticipated revenue for the program.

### **3. Agreements regarding basic compliance**

*Collaborating campuses agree to comply to and hold each other accountable for compliance to all*

*applicable laws, regulations, and internal policies relating to online courses and programs, including, but not limited to:*

- a. State Authorization Reciprocity Agreements;
- b. Americans with Disabilities Act;
- c. Quality Matters standards and peer review processes;
- d. Indiana University Academic Program Approval process;
- e. Indiana University academic policies;
- f. Indiana University policy on intellectual property;
- g. No competition between IU campuses with online programs, and no duplication of online programs between campuses without clear distinctions;
- h. Use of common resources first and to build out campus-specific infrastructure only as needed.

In order to meet federal and HLC accreditation requirements for online consortial degrees, OOE and OCAP reserve the right to access appropriate data from online courses and their CANVAS websites.

#### **4. Faculty representation and deadline for development of Collaborative Academic Program Proposal and Phase 2 Memorandum of Agreement**

- Campuses agree to forward the names of faculty curriculum committee representatives to the Office of Collaborative Academic Programs within 10 days of signing MOA1.
- The Faculty member who is chosen to represent each campus agrees to attend up to two day-long meetings at IUPUI. OOE will pay for travel for each campus' representative.
- **Deadline for completing the Phase 2 Memorandum of Agreement and supporting documentation is March 1, 2021.**
- This deadline is fixed unless all parties, including the Office of Online Education, agree to extend it.

David Daleke

David Daleke (Feb 8, 2021 10:32 EST)

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David Daleke, Vice Provost for Graduate Education and Health Sciences,  
Associate Dean of the University Graduate School, IU Bloomington

Michelle Malott

Michelle Malott (Feb 9, 2021 13:36 EST)

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Michelle Malott, Executive Vice Chancellor for Academic Affairs, IU East

Mark Canada

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Mark Canada, Executive Vice Chancellor for Academic Affairs, IU Kokomo

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Linda Chen, Interim Executive Vice Chancellor for Academic Affairs, IU South Bend

Chris Foley

Christopher Foley (Feb 7, 2021 18:48 EST)

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Chris Foley, Associate Vice President for University Academic Affairs, and Director, Office of Online Education

Hitesh Kathuria

Hitesh Kathuria (Jan 26, 2021 11:56 EST)

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Hitesh Kathuria, Assistant Vice President for University Academic Affairs, and Director, Office of Collaborative Academic Programs

Mandy Bartley

Mandy Bartley (Jan 26, 2021 10:19 EST)

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David Daleke, Vice Provost for Graduate Education and Health Sciences,  
Associate Dean of the University Graduate School, IU Bloomington

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Michelle Malott, Executive Vice Chancellor for Academic Affairs, IU East

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Mark Canada, Executive Vice Chancellor for Academic Affairs, IU Kokomo

*Doug McMillen*

Doug McMillen (Feb 5, 2021 12:17 EST)

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Doug McMillan, Interim Executive Vice Chancellor for Academic Affairs, IU South Bend

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Chris Foley, Associate Vice President for University Academic Affairs, and Director, Office of Online  
Education

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Hitesh Kathuria, Assistant Vice President for University Academic Affairs, and Director, Office of  
Collaborative Academic Programs

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Documented in OnBase by Sharon Wavle