Student Handbook 3.0
M.A./Ed.S.* Program in School Psychology

**Maria E. Hernández Finch, PhD, Director of M.A./Ed.S. Programs
& Aimee A. Wildrick, Ed.S. Student in School Psychology**

School Psychology Program
Department of Educational Psychology

Teachers College 505
Ball State University
Muncie, IN 47306-0595
(765)285-8500

Click here to visit Master's Degree/EdS in School Psychology Website

** The Ed.S. is fully accredited by
The National Association of School
Psychologists*

2020-2021

To be eligible to obtain a School Psychologist License in the state of Indiana, students must complete a master's, specialist, or doctoral degree in school psychology or related field with a minimum of 60 semester hours from an institution regionally accredited to offer such a degree. In order to be eligible for licensure through Ball State University, students must complete all course requirements (80 semester hours) listed in Appendix A. Students also must pass the Praxis Exam in School Psychology and demonstrate all the required competencies before being recommended for licensure.

The Ed.S. degree normally requires two years of full-time study on campus for completion of coursework and practica, plus a full-time internship during the third year.

It is highly recommended that students who do not already have Masters Degrees complete the M.A. prior to officially enrolling for the Ed.S. or Ph.D. coursework. Exceptional students may be admitted to both the M.A. and Ed.S. or M.A. and Ph.D. programs at the time of their initial application. These students become eligible to officially enroll for the Ed.S. or Ph.D. programs without making further application as long as they maintain appropriate progress.

This Handbook was designed primarily for easy access to information by current students of the program.
More complete information about the university, admissions procedures, supporting documents, program faculty, etc. may be found at the departmental and school psychology websites.

The terms *program* or *programs* in this publication apply to the M.A. (Master of Arts) and Ed.S. (Specialist in Education) Program in School Psychology. A separate Handbook is available for the Ph.D. Program.

This publication is not intended to replace but rather to supplement the ***Ball State University Graduate Catalog***.

Information contained in this publication was revised February 2021 but may be changed without notice. Please check with the Director of the Program for current information**.**

Maria E. Hernández Finch, Ph.D. Director, M.A./Ed.S. Program in School Psychology
TC 639
mefinch@bsu.edu

Programs in school psychology began at Ball State with a Master of Arts degree (M.A.) program in school psychometry in 1964. This was soon followed by a Specialist in Education (Ed.S.) program in 1969 and a doctoral program in 1976. Currently, the Department of Educational Psychology offers M.A., Ed.S., and Ph.D. degrees in school psychology and a M.A. and Ph.D. in educational psychology. The school psychology programs have earned a reputation for excellence in training and practice. The Doctor of Philosophy (Ph.D.) and Specialist in Education (Ed.S.) degrees are fully accredited jointly by the National Association of School Psychologists (NASP) and the National Council for Accreditation of Teacher Education (NCATE) now subsumed under the Council for the Accreditation of Educator Preparation (CAEP; hereafter referred to as NACATE/CAEP in this Handbook version). The Ph.D. program has been granted full accreditation by the American Psychological Association (APA) since 1985.

Program Governance

Policies and procedures for M.A. and Ed.S. levels of the program are determined by the Department of Educational Psychology, the departmental Advanced Graduate Studies Committee, The School Psychology Core Committee, and the Director of the M.A./ Ed.S. Program. Two graduate students serve as a full voting member of the Core and

a student serves on the Advanced Graduate Studies Committee. The department chairperson confirms the appointment of the program director, who develops and monitors program quality, structure, and content. The director of the program develops course content and sequence for the program that in turn is approved by the department's Curriculum Planning and Review Committee. Training is conducted in compliance with professional standards of competency and behavior as outlined by NCATE/CAEP and The National Association of School Psychologists (NASP). Moreover, all programmatic changes are made within the standards imposed by the Graduate School. The Teacher Education Committee (TEC) approves changes in licensure requirements for Indiana psychologists. The director also solicits comments and recommendations from students and faculty involved in course work in order to update and improve existing course structure.

Funding and Support

Available funding allows the department to offer assistantships to top incoming students each year. An assistantship includes approximately 95% waivers of tuition and all out-of-state additional charges, and a ten-month stipend. Additional summer support is available (15% of yearly stipend).

The primary goal of Ball State's MA/Ed.S. program is to prepare highly qualified school psychologists to work with children and adolescents, families, and other professionals in schools and related human service settings. Consistent with *Expert Engagement in Context: A Conceptual Framework for Graduate Education* (Lapsley, 2005) of Teachers College, highly qualified school psychologists *are engaged educational experts who are sensitive and responsive to the contextual bases of teaching, learning, and development.* Within this framework, competent professionals are knowledgeable experts who actively engage in proficient, reflective, and culturally responsive and relevant professional practice in a variety of settings.

Students are exposed to different theoretical perspectives. However, we emphasize that children must be viewed as existing within multiple systems and frameworks. Behaviors are a result of biological, psychological, social, and cultural factors that interact dynamically. Human diversity is recognized as a strength that is valued and respected.

Students in the M.A./Ed.S. program are encouraged to consider application to the doctoral program as a logical continuation of their graduate training.

The M.A./Ed.S. program has been structured to educate students in accordance with Indiana school psychologist certification requirements as administered by The Professional Standards Board and in response to National Association of School Psychologists (NASP) and National Council for Accreditation of Teacher Educators (NCATE)/Council for the Accreditation of Educator Preparation (CAEP) standards. Therefore, although a M.A. degree is offered, completion of the program is equivalent to completion of the Ed.S. degree and eligibility for licensure as a school psychologist in Indiana.

Specifically, the M.A./Ed.S. program is designed to:
◊ educate students for the profession of school psychology as defined by the National Association of School Psychologists (NASP);
◊ prepare students to meet the school psychology certification requirements of Indiana and most other states.

Objectives:

The program is designed to educate students to become competent professionals who:
◊ understand the individuality of children with different hereditary potentials, types of disabilities, social-cultural backgrounds, and motivations;
◊ are educated consumers of research relating to the educational and psychological needs of school-aged children;
◊ integrate the results of assessment into well-researched interventions;
◊ collaborate with teachers, administrators, parents, other school specialists and other health professionals to ensure that every child learns in a safe, healthy and supportive environment;
◊ develop relationships with school personnel, parents, and social agencies to establish both preventative and remedial interventions within the school, home, and community;
◊ understand schools and school systems and work ethically and effectively within the standards and laws that are applicable;

In order to meet these objectives, students are expected to demonstrate competence in the 10 domains outlined in the *National Association of School Psychologists 2020 Model for Comprehensive and Integrated School Psychological Services*

These domains are:

1: Data-Based Decision-Making

2: Consultation and Collaboration

3: Academic Interventions and Instructional Supports

4: Mental and Behavioral Health Services and Interventions

5: School-Wide Practices to Promote Learning

6: Services to Promote Safe and Supportive Schools

7: Family, School, and Community Collaboration

8: Equitable Practices for Diverse Populations

9: Research and Evidence-Based Practice

10: Legal, Ethical, and Professional Practice

Basic descriptions of these domains are included in Appendix B. More complete descriptions can be found in the *National Association of School Psychologists 2020 Practice Model* at **www.nasponline.org**. Appendix F is a grid of how the Domains are addressed in course work.

Students develop competencies in assessment, consultation, intervention, and prevention through course work, clinic- and field- based practica and internship. Competencies require content knowledge, professional skills, and dispositions and are taught in a systematic fashion. The sequence of course work involves experience with testing instruments and consultation, the application of evaluation skills and other components of practice in the practicum setting, and the culmination of training during the internship year. The course sequence also includes the study of human development, individual differences and diversity, learning, curriculum, research methods, and statistics.

Practicum and internship experiences have been carefully designed to provide students with a wide range of experiences with students of diverse abilities, ethnicities, and experiences. Emphasis is placed on the development of working partnerships with teachers and parents to facilitate educational change and social justice. Appendix I presents a graphic representation of field experiences paired with the provided scaffolding and support provided.

In order to be recommended by the licensing officer at Ball State for the initial practitioner license as a school psychologist in Indiana, students must complete a Master's and Specialist or Ph.D. degree in school psychology or related area, and successfully meet the standards for school services personnel and the specialty standards for school psychologists.

These requirements include:

• Successful completion of 80 semester hours of graduate work beyond the bachelor's degree. Generally this requires two years of course work including summers plus a third year for the required academic-year internship. Undergraduate course work may not be substituted for required classes. Specific courses and a recommended sequence of study are given in the Appendices C and D.

• Satisfactory development of knowledge, professional skills, and dispositions as determined at the required decision points as outlined in the *Performance-Based Assessment Plan* and the *Student Review and Retention Policy.*

• Attaining a passing score on the Praxis II School Psychologist Exam.

Residency

The Ed.S. program requires full-time continuous residency (or an alternate planned experience) for all students while attending Ball State University. No residency requirement exists for M.A. students. However, the intensive pre-practicum and practicum requirements (i.e., a total of 8 credits with a minimum of 550 clock hours of supervised school experience in the second year) necessitates full-time student status at least for the years during which practica are completed.

Transfer Credit

With the approval and recommendation of the program director and approval by the dean of the Graduate School, graduate work taken for credit at other accredited institutions may be transferred in partial fulfillment of degree requirements. The transferred credits must meet stipulations that include but are not limited to:

• a minimum student G.P.A. of 3.0 on all graduate work at the other institutions;
• a minimum grade of B (B- does not transfer) on courses considered for transfer; and
• completion of hours within the six years allowed for completion of advanced degrees at Ball State.

A master's degree candidate may transfer up to 9 semester hours from other regionally accredited institutions if the director of the program and the Graduate School deems the courses appropriate for the planned program. An Ed.S. candidate with prior consent of his/her Ed.S. committee, may transfer up to six hours of credit beyond the master's degree from other approved institutions. Extension credits offered by Ball State University are considered the same as campus credits.

Graduate level course work completed before completing the baccalaureate degree cannot be used toward a graduate degree (see Graduate Catalog).

Course Loads

Students receiving assistantships are not permitted to take more than 15 semester hours of credit during any semester or 6 semester hours during any summer term, except as approved by the Dean of the Graduate School. See Appendix A for specific curricular requirements.

Thesis Requirement

Because the university allows the substitution of field experience or an internship for the thesis or creative project degree requirement, most students opt to use the program's required hours of internship to fulfill this requisite research component. A student may choose to complete a thesis. However, a thesis will not be accepted as a substitute for the required internship.

Degree Requirements
M.A. Degree

The M.A. degree in school psychology ordinarily consists of the first 30 hours of the Ed.S. Program. All courses must come from the required list of courses for the Ed.S. degree (see Appendix A) .

Students must:
 • complete EDPS 640, Methodology of Educational and Psychological Research (3) or an equivalent course as part of the Graduate Research
Methodology Course Plan;
 • complete at least 30 hours of graduate courses beyond the

bachelor's degree as approved by the program director. (see Appendix H).
 • formally apply for graduation through the graduate school. The application deadline is approximately two weeks after the start of the semester during which 30 credit hours are expected to be completed (generally the first summer semester).

Advising

The director of the M.A./Ed.S. programs serves as academic advisor for all M.A. students.

Ed.S. Degree

Students must:
 • Submit a plan of study (see *Graduate Check Sheet Specialist in Education Degree* in Appendix H) with the assistance of a three-member Ed.S. committee, complete all necessary course work, including internship, as outlined in the certification requirements;
 • Complete the Praxis II, School Psychology exam with a score equal to that required for National Certification as a School Psychologist (currently 147 for test administrations after September 2014).
 • Demonstrate program competencies by successfully completing decision point criteria as outlined in the *Performance Based Assessment Plan.* And,

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• Formally apply for graduation through the graduate school. Application must be made by the graduation application deadline, which falls in the first two weeks of the semester. This should be done during the semester where all program requirements, including internship, are expected to be completed. Students will need to register for MAST 600 if there are no other courses being taken the semester of graduation, excluding summer semester. The Graduate School requires continuous enrollment.

Advising/Ed.S. Committee

The Ed.S. student's committee is established during the first or second semester after acceptance into the program. Typically, the Director of the program acts as the student's major advisor. The committee consists of three members of the School Psychology Core Committee who monitor the student's progress through the program.

Required Courses

A *List of Required Courses* to meet the curricular requirements for the M.A./Ed.S. program and state of Indiana Licensure as a School Psychologist is given in Appendix A. The *Descriptions of Required Courses* appears in Appendix C. A matrix of the NASP domains addressed by each class is offered in Appendix F.

Classes are not offered every semester and students are advised to consult the Checklist of Required Courses and official university publications for class scheduling.

Time Allowed

After a student has been admitted to a degree program, all requirements for the degree are to be met within six years of the date of admission to the program. Special cases will be submitted to the Graduate Education Committee for consideration and action. In general, the program director has jurisdiction, but the Graduate Education Committee serves as the board of appeal.

Procedures for student and program evaluation are available in ***Performance-Based Assessment Plan for Programs in School Psychology***. A Table of the necessary decision points for the Ed.S. degree is provided in Appendix E. Evaluation of students begins during the admissions procedure when students are carefully selected based upon the expectation that they can successfully complete the program and function as school psychologists. Evaluation continues throughout the program using rGrade, a university-wide assessment system.

The rGrade system makes it possible for the student, program and university to chart the effectiveness of the program and monitor the strengths and weaknesses of students. Students can access data on the series of decision points and their status on completing key aspects of the program. Decision points are essentially a set of progress markers accounting for the professional progress of students in their chosen fields.

Successful completion of the program is based on students' demonstration of academic, professional, and personal effectiveness related to professional objectives related to NASP Standards of Practice.

M.A. students must maintain a cumulative G.P.A. of at least 3.0 and Ed.S. students, a G.P.A. of at least 3.2. Assessment in courses takes many forms including examinations, case studies, simulations, and performance appraisals of skills in authentic settings.

Students must earn a minimum grade of "B" in school psychology core courses: EDPS

653, EDPS 651, EDPS 687, and EDPS 612 that are prerequisite to practica EDPS 688 and EDPS 689. If a grade of B- or less is attained, the Core Committee institutes a remediation plan before the student may proceed with practicum.

Portfolio Requirements

Students are required to develop electronic portfolios. Guidelines and rubrics for the portfolio are included in the *Performance-Based Assessment Plan.* Portfolios are a means by which students can reflect on their progress as professionals in professional standards (i.e., NASP) and offer examples of their capacities to perform professionally in the setting of the school. (See sample of rubric, Appendix G.)

Committee Review

School psychology faculty meet annually to review all students enrolled in the programs. Selected committee members review portfolios. The full core committee considers evaluations and information from field-base supervisors and departmental faculty concerning performance in field placements and assistantships in the yearly review.

Students are given feedback on the quality of their work and their perceived dispositions (professional characteristics) via rGrade. The committee may offer comments that range from distinguished performance to a recommendation for "probation or termination." Complete procedures are available in the *Performance-Based Assessment Plan.*

Praxis Examination

All Ed.S. candidates are required to pass the School Psychologist Specialty Examination (5402) from the Educational Testing Service (ETS). Complete information about registering for the test, a test blueprint, and sample questions may be found at https://www.ets.org/praxis/nasp. This test has been approved as an appropriate exit criterion for the program. To be considered for candidacy, students must achieve a score of 147 as of September 2014 or the currently approved passing score for obtaining National Certification as a School Psychologist (NCSP) as determined by NASP. Students should request from ETS that official results be sent directly to Ball State University.

Approval for Graduation and Licensing

After students have demonstrated that they satisfactorily meet all program criteria, the Ed.S. committee files a signed approval form with the graduate school office. Master's students are not required to pass a formal examination; however, their programs must be on file at the graduate school and approval obtained from the program director two weeks before (or as posted) the intended graduation date deadline.

Applying for Graduation

Graduation does not automatically occur once course work is completed. Students must apply to the Graduate School to receive their degrees. The graduate school must receive the Application for Graduation within the first two weeks of the semester in which the student wishes to graduate. If the student plans to graduate in the summer, he/she must apply for graduation prior to the graduation deadline approximately two weeks into the summer semester.

A complete and accurate final Ed.S. checklist (see Appendix H) must be signed by the Ed.S. committee and submitted to the Graduate School in order to graduate. The best way to ensure that this happens is to complete a preliminary checklist during the first year, post it on one's web page and keep it update during subsequent years. A final paper version with all courses and grades except the internship grade should be submitted it to the student's program advisor early in the internship year.

Graduate students apply for graduation Online through the university's self-service Banner (SSB) system. Ball State University's Graduate School provides instructions and links for the graduation application along with deadlines and changes to the process.

As part of the application process, students are urged to complete the *Graduate School Survey*. A link to the survey may be found at the Graduate School website.

Through practicum experiences, students have opportunities to apply their knowledge of psychological and educational theory and ethical principles. The practicum components of the program are designed for students to attain competencies in areas such as observation and evaluation of individual clients with varying educational needs. Students also practice formulating recommendations, along with planning and evaluating interventions. Activities practiced in the school setting may encompass individual and group counseling, academic interventions, behavior management, social skills training, consultation, and conducting a needs assessment. Practicum can occur in a variety of settings such as the public schools, the *Psychoeducational Diagnostic and Intervention Clinic* (PDI Clinic; PDIC), and within other clinics and agencies. The sequence of experiences offers a systematic orientation to the practice of school psychology.

Students are expected to be involved in practicum experiences from very early in their programs and to continue such experiences until they enroll in internships. For example, during the first year, students receive a general orientation to the practice of school psychology and public schools by weekly observations, attending case conferences, assisting advanced students in academic and behavioral interventions, and facilitating Response to Instruction/ Intervention frameworks. As specific competencies are attained through accompanying course work, the student's progress to activities include

psychoeducational evaluation, development and evaluation of interventions, social skill development, systems level needs assessment and prevention, etc. Students must log a minimum of five hundred and fifty clock hours in practicum experiences in schools during their course of study at Ball State. These hours are exclusive of hours spent in the practicum courses. Additionally, Ed.S. students log 50 hours in the PDI Clinic housed in Teachers College.

Students ordinarily enroll for a total of 4 hours of pre-practicum during their first year and a minimum of 6 hours of practicum credit (EDPS 689 - 3 and EDPS 688 - 3) during their second year on campus. They must obtain permission from the practicum coordinator before enrolling for credit. Students are required to successfully complete practicum requirements including a portfolio review and exit interview with the practicum coordinator before advancing to internship.

More specific information and course requirements are available in the following documents:

Practicum Manual School Psychology Programs

Syllabi:
EDPS 687 Pre-practicum in School Psychology
EDPS 688 Practicum in Consultation
EDPS 689 Practicum in School Psychology

Practicum Settings

Practicum students are offered a variety of applied experiences. All students have the option for field-based placements in school settings and in the PDI Clinic. Ed.S. placements emphasize school settings. Typically, Ed.S. students do one summer rotation in the PDI Clinic and spend two semesters working at a school placement. Placements are made based upon the competencies of each student, student preferences, geographic location of the site, and approval of the practicum coordinator.

Practicum students are provided with primary off-site supervision by school psychology faculty or on-site supervision by a licensed school psychologist on a weekly basis. An on-site supervisor is usually the primary supervisor. Each student is required to meet with his/her supervisor for face-to-face supervision for no less than two hours each week.

 Practicum students assigned to the PDI Clinic are typically supervised by an advanced doctoral student and/or licensed psychologist. Each student while placed in the PDI Clinic is required to attend group supervision with a licensed psychologist on a weekly basis. The practicum coordinator conducts group supervision on a weekly basis during the school year for all school placements. This ensures regularity of experiences. Many practicum students elect to combine their practicum with a field-based assistantship. Graduate students participating in field-based assistantships spend the equivalent of 20 hours in the school-related activities per week. Practicum students who participate in field-based assistantships are paid a stipend for the

academic year and receive tuition remission for the academic year and summer. If the student is combining his/her practicum with a field-based assistantship, the number of hours within the school setting is increased to reflect both the practicum and assistantship hours required.

Field-based practicum activities include administering and interpreting tests, writing reports, and conducting functional behavioral assessments. In addition, the students are expected to consult with teachers and/or parents, develop and implement interventions, conduct classroom observations, and participate in case conferences. Students may also be asked to conduct other school psychology related activities. Specifically, each field-based practicum student is required to do the following:

•   Administer, score, and interpret accepted individual and group diagnostic instruments to assess different abilities, (i.e., Woodcock-Johnson Educational Diagnostic Batteries; the Wechsler Batteries; etc.);
•   Write reports based upon testing and generate relevant recommendations from the diagnostic instruments and other assessment techniques to promote the individualizing of instruction;
•   Design and implement educational and psychological interventions;
•   Attend case conferences;
•   Provide educational and psychological consultation with teachers and parents;
•   Develop and implement academic and behavioral interventions; and
•   Develop and implement a prevention program at the system, building, and/or classroom level. Participate in culturally relevant RTI frameworks.

Supervision

Practicum students who are assigned to the PDI Clinic have a clinic supervisor who, in conjunction with the clinic director, monitors and approves all phases of practicum requirements. Learners are asked to review their schedules and experiences with the practicum coordinator on a regular basis throughout the semester. Practicum students assigned to a field-based site receive supervision from a licensed school psychologist, licensed psychologist, and/or school psychology faculty. Students and supervisors maintain an ongoing dialogue to help resolve conflicts as they arise. Differences that cannot be resolved by the dyad are discussed with the practicum coordinator, who may need to serve as a mediator. The practicum coordinator provides additional weekly group supervision during the second year.

Rationale and Assumptions Regarding Supervision

• Learners are responsible and will attain competence at different rates.
• The most effective learning takes place within the context of an accepting

environment and a relationship of mutual respect and trust between teacher and learner.
• Modeling is a key factor in learning. Supervisors endeavor to model behaviors that have been identified in the literature as facilitative of learning.
• Ongoing evaluation is crucial in any teaching/learning endeavor. It is recognized that the learners must have input into the process to maximize its effectiveness. A formative evaluation structure and constructivist orientation to learning is encouraged and modeled during supervision.
• While the philosophy of supervision endorsed is based on a constructivist view of the learner as being an active participant in his/her own learning, the first responsibility of supervisor and supervisee alike is to the client.

Internship

Internship is the capstone experience in the preparation to become a school psychologist. It allows the student to integrate the many components of training and skill development in an applied setting that offers a wide range of situations that support the development of the professional role. "The active involvement of the intern in applied setting provides the opportunity to practice skills, to refine procedures, to identify needs for further development, and to integrate previous learning with new challenges" (UNI Ed.S. Manual,1998, p.4).

The National Association of School Psychologists (NASP) offers suggestions in describing an appropriate internship experience. They include a placement that:

• is set in schools/agencies that serve children (birth through adolescence).
• involves appropriate on-site direct supervision of professional activities with indirect supervision given by the university or college.
• is offered for academic credit (at BSU credit is offered for fall and spring semesters of the internship year).
• occurs after the successful completion of practicum
• occurs on a full-time basis over a period of one academic year or on a halftime basis over two consecutive years and meets requirements for state credentialing (licensing) as a school psychologist.
• is a professional preparation activity that offers a balance of learning and service components.

All M.A. and Ed.S. students are required to complete a school-based internship for a full academic year for a total of **1400** clock hours. These students enroll in EDPS 690, Supervised Internship in School Psychology, for a total of 6 credit hours.

Internship Sites

Internship sites are selected by students on the basis of their capacity to offer students the most comprehensive repertoire of experiences for the allotted time period. Each site is expected to give the trainee the opportunity to develop new knowledge and skills and to assume substantial responsibility for carrying out major professional functions. Sites also are chosen based on their ability to offer appropriate supervisory support and ethical and legal practice. Student considerations for school placements may include:

• a licensed (credentialed) school psychologist for supervision;
• all grade levels (preschool, K-12);
• all categories of exceptionality;
• children from diverse ethnic and social groups;
• a variety of community agencies;
• a full range of special education services; and
• chances for involvement in regular education programs.

Although it is not essential for all of the elements to be present in a single school site, it is critical that the intern has all the elements available and integrated into the experience to the maximum extent possible.

Students

Considering the diversity of student backgrounds and interests, effort is made to match students with appropriate school settings. Students take an active role in securing internships. All students develop curriculum vitae and are responsible for applying to several sites that students think offer the best chance for their personal and professional growth.

Students who have successfully completed practicum and the majority of their other coursework are eligible to consider an internship. They are responsible for providing potential sites with the necessary information to apply for internship once they have been given clearance by the practicum coordinator and have informed the coordinator of Ed.S. internship of their intent to begin the experience.

Out-of-State Placements

Historically, students have had few problems obtaining appropriate, well-paying internships within Indiana. However, there are times when students wish to consider available internships outside of the state. Prior to soliciting such sites, students seeking these placements historically must have obtained the consent of a university supervisor who resides in the state and has agreed to fulfill the responsibilities of the BSU coordinator. New rules apply to completion of out-of-state coursework and Ball State is committed to developing the appropriate relationships with fellow states. Ball State's Office of State Authorizations provides listings of our agreements with various states and up-to-date information.

Students must be in consultation with the Ed.S. coordinator of internship early in their second year if they wish to pursue out-of-state placement. The coordinator of Ed.S. internship must approve a written agreement before any contract can be signed. Students must agree to any additional requirements imposed by the supervisor. In the past, additional requirements have included enrolling at another university for internship credit in addition to enrollment required by Ball State, completing additional coursework, and participating in group supervision or seminars at the participating university.

File Materials

Once an internship site has offered a position to an intern, the student is responsible for making sure that the following materials are on file with the BSU coordinator:

• The supervision contract that specifies the salary and length of appointment.
• The agreement between the local agency and the BSU program.
• Contact information for all necessary parties involved in supervision.
• Copies of credentials for site supervisor(s).

Internship Plan

After the Ed.S. internship supervisor approves placement and the initial documentation is in place, an internship plan must be formulated. A written plan for the internship is prepared and **agreed upon** by representatives of the local agency, the program supervisor, and the intern. The plan identifies internship objectives, describes the types of experiences needed to fulfill the objectives and outlines how the completion of objectives will be assessed. It also indicates the responsibilities for the supervisory personnel. The internship plan should be based on the acquisition of competencies as outlined by the NASP Professional Standards. The internship plan must be on file no later than 30 days after the official start of the contractual period.

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Suggested Elements for the Internship Plan

Description of Site
     Describe setting, populations served, and the general mission of the setting.

Internship's length and projected hours of completion
     Designate time span and expected clock hours

Supervisor Expectations
     Name supervisors, their qualifications and expected amount of individual and group supervision (A minimum of two (2) hours per week).

Goals/competencies
     Describe the activities planned in order to meet the competency requirements for internship. Use the *NASP Standards of Practice* to organize your plan.

Documentation

Interns should document hours using electronic log sheets and submit copies of their logs electronically weekly, with summary logs detailing their hours initialed by their supervisors submitted to the university supervisor no less than once per semester (end of first semester and end of second semester). An rGrade log coding guide can be found in Appendix J.

Monitoring of Student Performance Requirement

As of August 2005, an additional element of documentation must be included for successful completion of the internship— evidence of the ability to affect student performance (behavioral and academic) and the documentation to support such evidence. Therefore, interns will have to provide to the university supervisor at least one case study both semesters. The necessary elements for these case studies as well as rubrics for their assessment may be found in the *Internship Packet*. One case study should be of academic nature and one should be behaviorally focused.

Supervision and Assessment

Although the university supervisor determines internship credit and **the grade(s) for internship**, primary responsibility for supervision rests with local educational personnel. Local supervision is offered by a professional who has a valid credential as a school psychologist, is employed full-time by the local educational agency, and who has held such employment for at least one year prior to the addition of supervisory activities. The agency must be willing to release the local supervisor for at least two hours per week to fulfill the minimum requirements of supervision.

Site supervisors formally evaluate interns a minimum of once each semester using the required evaluation forms. The university supervisor visits in person or via Skype (or other virtual meeting platform) with supervisors and interns at least twice during the course of the full-time experience. The interns submit weekly electronic logs to the BSU Ed.S. internship coordinator who reviews the logging and content of the weekly logs.

Completion of the agreed upon internship plan and development of professional competencies form the basis of evaluation for internship. However, level of professional responsibility will be considered relative to the documentation of the experience as well as site-based professionalism. For example, failure to submit requested and required materials, an internship plan, logs, and evaluation forms may jeopardize successful completion of the internship or be factored into the grade. Should the intern fail to comply with his/her plan, the professional expectations of the site, and/or accumulate the necessary hours, the internship may be extended and/or a remedial plan instituted.

 Each semester the interns evaluate their experiences and are in turn evaluated by the site supervisors. Data from these evaluations and the university supervisor's visits are used in assessing the students' progress toward stated objectives as well as judging the feasibility of the future use of each site.

The Internship Packet including required evaluation forms is available from the internship coordinator/advisor.

Internship Coordinator/Advisor:
Maria Hernández Finch, Ph.D.
TC 639
765-285-8500
mefinch@bsu.edu

APPENDIX A
REQUIRED COURSES FOR M.A./Ed.S. PROGRAM

	Course	Name	Credit Hours
Professional Core	EDPS 612	Psychological Consultation	3
	EDPS 640 or 643	Methodology of Educational and Psychological Research or Research Design	3
	EDPS 651	Personality Assessment of Children and Adolescents	3
	EDPS 653	Individual Cognitive Assessment	3
	EDPS 654	Academic Achievement and Intervention	3
	EDPS 661	Individual Diagnostic Assessment	3
	EDPS 685	Introduction to School Psychology	3
	EDPS 688	Practicum in Consultation	3-6
	EDPS 689	Practicum in School Psychology	1-6
	EDPS 775	Evidence-Based Interventions in Psychology	3
	EDPS 690	Supervised Internship in School Psychology	3-6
Group:			
A. Counseling Techniques	SCCO 606	Child Therapy and Assessment	3
	SCCO 692	Youth Crisis and Trauma Counseling	3
B. Individual Differences	EDPS 660	Diagnosis and Interventions for Learning and Related Disorders	
C. Tests and Measurements	EDPS 641	Introduction to Statistical Methods	3
D. Abnormal	EDPS 750	Developmental Psychopathology	3
E. Biological Bases	EDPS 652	Introduction to Neuropsychology	3
F. Curriculum and Instruction	Choose One:		
	EDCU 610	The Elementary School Curriculum	3
	EDCU 601	Principles and Procedures of Curriculum Development	
	EDCU 620	The Secondary School Curriculum	
	EDCU 630	The Junior High and Middle School Curriculum	
G. Learning	Choose One:		
	EDPS 600	Advanced Educational Psychology	3
	EDPS 765	Theories of Learning	
	EDPS 768	Theories of Cognitive Development	
H. Human Growth and Development	Choose One:		
	EDPS 603	Psychology of Human Development	3
	EDPS 627	Child Development	
	EDPS 628	Adolescent Development	
	EDPS 720	Developmental Theories and Research Across the Lifespan	
I. Reading	Choose One:		
	EDRD 610	The Teaching of Reading in the Elementary School	3
	EDRD 620	Disciplinary and Integrated Literacy in Elementary Classrooms	
	EDRD 640	Issues in the Teaching of Literacy	
	EDRD 680	Classroom Literacy Assessment	

J. Social	Choose one:		
	SOPS 610	Social Psychology	3
	SOPS 615	Social Cognition	
	SOPS 620	Group Dynamics	
	SOPS 640	Social Psychology of Attitudes	
	SOPS 655	Counseling Applications of Social Psychology	
	SOPS 660	Contemporary Social Psychology	
K. Diversity	Choose one:		
	CPSY 678	Theories and Techniques of Counseling the Culturally Diverse	3
	EDMU 660	Multicultural and Multiethnic Education in American Schools	
	EDMU 670	Social and Cultural Minorities in American Education	
	EDEL 644	Education in a Diverse Society	
	EDFO 651	Educational Sociology	
L. Behavioral Intervention	SPCE 609	Introduction to Applied Behavior Analysis	3
	SPCE 610 or SCCO 675	Behavioral Consultation or Counseling Exceptional Children	3

School psychology candidates demonstrate entry-level competency in each of the following domains of professional practice. Competency requires both knowledge and skills. The school psychology program ensures that candidates have a foundation in the knowledge base for psychology and education, including theories, models, empirical findings, and techniques in each domain. The program requires that candidates demonstrate the initial professional skills necessary to deliver effective services that result in positive outcomes in each domain. The domains below are not mutually exclusive and should be fully integrated into graduate level curricula, practica, and internship. (*From http://www.nasponline.org/standards/practice-model/domains.aspx)

Practices That Permeate All Aspects of Service Delivery

- **Domain 1: Data-Based Decision Making**
  School psychologists understand and utilize assessment methods for identifying strengths and needs; for developing effective interventions, services, and programs; and for measuring progress and outcomes within a multitiered system of supports.
- **Domain 2: Consultation and Collaboration**
  School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services.

Direct and Indirect Services for Children, Families, and Schools

Student-Level Services
Domain 3: Academic Interventions and Instructional Supports
"School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.

- **Domain 4: Mental and Behavioral Health Services and Interventions**

  School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health; behavioral and emotional impacts on learning; and evidence-based strategies to promote social–emotional functioning.

Systems-Level Services

- **Domain 5: School-Wide Practices to Promote Learning**
  School psychologists understand systems' structures, organization, and theory; general and special education programming; implementation science; and evidence-based school-wide practices that promote learning, positive behavior, and mental health.

- **Domain 6: Services to Promote Safe and Supportive Schools**

  School psychologists understand principles and research related to social–emotional well-being, resilience, and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools.

- **Domain 7: Family, School, and Community Collaboration**
  School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children's learning and mental health; and strategies to develop collaboration between families and schools.

Foundations of School Psychological Service Delivery

- **Domain 8: Equitable Practices for Diverse Student Populations**

  School psychologists have knowledge of, and inherent respect for, individual differences, abilities, disabilities, and other diverse characteristics and the effects they have on development and learning.

- **Domain 9: Research and Evidence-based Practice**

  School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings.

- **Domain 10: Legal, Ethical, and Professional Practice**

  School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

NOTE: Students should check Online for current course descriptions and availability.

EDPS 612 Psychological Consultation (3)
This course is designed to provide basic theoretical, empirical, and applicable knowledge of consultation as practiced by school- and child-focused psychologists. Time spent with routines and expectations of schools and other professional settings through experiences such as observations, meeting attendance, policy review, and teaming with advanced students.
Prerequisite: EDPS 653; permission of the department.
Open only to School Psychology (EdS and PhD).

EDPS 640 Methodology of Educational and Psychological Research (3)
Development of concepts and skills to enable graduate students to become better informed consumers of educational and psychological research and to provide a foundation for graduate students who may engage in research. Introduction to the common types of research study, the instruments by which studies are carried out, and the interpretation and application of research.

EDPS 643 Research Design (3)
Systematic presentation of the strategies and methods required to develop and critique research designs to meet the needs of psychological and educational research paradigms. The focus is on developing the skills necessary to conduct independent research in a variety of methodological domains. Both quantitative and qualitative methods will be fully represented.

EDPS 651 Personality Assessment of Children and Adolescents (3)
Theory, administration, scoring, and interpretations of personality assessment instruments such as projective techniques, rating scales, and personality inventories, typically used for children and adolescents.
Prerequisite: EDPS 653 or permission of the program director.

EDPS 653 Individual Cognitive Assessment (3)
Administration, interpretation, and analysis of individual measures of cognitive functioning.
Prerequisite: permission of the department chairperson.
Open only to students in school psychology.

EDPS 654 Academic Achievement and Intervention (3)
Introduction to norm-referenced and curriculum-based assessment of achievement with a focus on intervention planning, implementation, and evaluation. Emphasis on discussion of empirically-based instructional and behavioral techniques.
Prerequisite: EDPS 653 or equivalent; permission of the department chairperson.
Open only to students admitted to the school psychology program.

EDPS 661 Individual Diagnostic Assessment (3)
Administration, interpretation, and analysis of individual assessment for the purpose of diagnostic decision making.
 Prerequisite: EDPS 653 with a grade of B or better (or equivalent) or permission of the department.

EDPS 685 Introduction to School Psychology (3)
General orientation to practice of school psychology in educational and other settings. Time spent with routines and expectations of schools and other professional settings through experiences such as observations, meeting attendance, policy review, and teaming with advanced students.
Prerequisite: permission from department.
Open only to School Psychology (EdS and PhD)

EDPS 688 Practicum in Consultation (3-6)
Application of principles and theories of consultation taught in EDPS 612. Consultation to school and clinical settings.
Prerequisite: EDPS 612, 653, and 687; permission of the program director.
A total of 9 credits may be earned, but no more than 6 in any one semester or term.

EDPS 689 Practicum in School Psychology (1-6)
Preparation for internship. Supervised experience in the choice, administration, and written interpretation of standardized and non-standardized assessments in various educational and clinical settings. Interview and observational strategies, as well as professional standards of practice and legal issues, will be addressed.
Prerequisite: EDPS 612, 651, 653, and 687; or permission of the program director.
A total of 9 credits may be earned, but no more than 6 in any one semester or term.

EDPS 775 Evidence-Based Interventions in Psychology (3)
Study of empirically supported prevention and intervention strategies. Emphasizes prevention of social, emotional, and behavioral difficulties and the selection and implementation of effective short-term treatments.
Prerequisite: EDPS 651 and 750; or permission of the instructor.

EDPS 690 Supervised Internship in School Psychology (3-12)
Internship in the principles, practices, and applications of psychoeducational evaluation and consultation with a school or other appropriate setting. Ordinarily required if seeking school psychology certification. Prerequisite: completion of most of the curriculum for certification as a school psychologist; permission of the department chairperson or program director.
A total of 12 credits may be earned, but no more than 3 in any one semester or term.
Open only to school psychology students.

SCCO 606 Child Therapy and Assessment (3)
Investigation of major theories of counseling and psychotherapy with children and adolescents. Core assessment constructs will be reviewed and applied. Models of assessment and therapy techniques are used to develop basic skills needed to effectively counsel children and teens.
Parallel: SCCO 600 or permission of the department chairperson.

SCCO 692 Youth Crisis and Trauma Counseling (3)
Investigation of the individual and systemic impact of traumatic life events on children, adolescents and families. School based crisis and trauma prevention, intervention, and assessment skills will be developed.
Prerequisite: SCCO 600 and 606 or permission of the department chairperson.

EDPS 660 Diagnosis and Interventions for Learning and Related Disorders (3)
Discussion of issues of diagnosis and implementation of interventions designed for children with learning disorders.
Prerequisite: courses in individual assessment and special education highly desirable.

EDPS 641 Introduction to Statistical Methods (3)
A basic statistical course for graduate students in education. Problems taken from the fields of education and psychology and include the computation, interpretation, and application of such statistical techniques as measures of central tendency, measures of variability, correlation techniques, validity and reliability, standard scoring techniques, probability, tests of significance, chi square, and analysis of variance.

EDPS 750 Developmental Psychopathology (3)
Emphasis is placed on understanding typical and atypical developmental trajectories throughout the lifespan. Biological family, social, and cultural contexts that contribute to psychological, emotional, and educational disturbances are discussed.

EDPS 652 Introduction to Neuropsychology (3)
Introduction to brain-behavior relationships with special emphasis on cognitive, biological and sensory motor functioning. Brain dysfunction and common disorders are explored with an empirical approach using basic neuroscience research methods.
Prerequisite: EDPS 653 or permission of the instructor.

EDCU 610 The Elementary School Curriculum (3)
The formal and social school-related experiences of elementary school pupils in the light of the purposes of the school. Current elementary school curricular practices and alternatives in the light of research in child development, principles of learning, and current culture.

EDCU 601 Principles and Procedures of Curriculum Development (3)
Curriculum development applicable to all levels of the school system, from early childhood through secondary education. The effect and relevance of curriculum practices; major groups and individuals influencing curriculum; trends and current curriculum changes; approaches to evaluation of curricular experiences; and the role of pupils, teachers, administrators, scholars, parents, and other groups in shaping curricula. Emphasizes current literature and research.

EDCU 620 The Secondary School Curriculum
The cognitive, social, aesthetic, and physical experiences of secondary school students in the light of the purposes of the school. Present secondary school curricular practices and alternatives in relation to research on socialization, cognitive development, and aesthetics as they relate to current culture.

EDCU 630 The Junior High and Middle School Curriculum
Examines several curricular practices designed to produce intended outcomes with students age ten to fifteen. Studies current research, theory, and practices. Develops curricula designed for specific student populations.

EDPS 600 Advanced Educational Psychology (3)
Advanced survey of the psychological principles underlying the processes of teaching and learning. Theories, research, and applications are explored with an emphasis on the implications for effective learning approaches, instruction, assessment, and policy.

EDPS 765 Theories of Learning (3)
A doctoral seminar in contemporary learning theories. Covers the foundations of diverse learning theories within psychology. The application of learning theories in educational and psychological practice, including attention to considerations for individual variations among learners due to diversity are addressed.

EDPS 768 Theories of Cognitive Development (3)
A doctoral seminar on the current theories of cognitive development, including constructivist, information processing, and socio-cultural perspectives. Emphasizes both historical writings and current research literature in cognitive development and their application in educational and psychological settings.
Prerequisite: EDPS 603 or 627 or 628.

EDPS 603 Psychology of Human Development (3)
Advanced lifespan human development. Covers biological, cognitive, social, and emotional development from conception to death, emphasizing theories, research, and applications to educational and psychological practice.

EDPS 627 Child Development (3)
Advanced child development. Covers the biological, cognitive, social, and emotional developmental processes from conception to the transition into early adolescence, emphasizing current research in child development.

EDPS 628 Adolescent Development (3)
Advanced adolescent development. Covers the biological, cognitive, and social developmental processes from the beginning of puberty through the transition into early adulthood, emphasizing current research in adolescent development.

EDPS 720 Developmental Theories and Research Across the Lifespan (3)
An exploration of theories and empirical research models and methods in developmental psychology across the lifespan. Emphasizes formulating research proposals using current models and methods with particular focus on the application of developmental principles to practice in applied settings.

EDRD 610 The Teaching of Reading in the Elementary School (3)
Appraisal of the elementary school reading program in terms of principles, practices, and problems involved in the instructional program. (This requirement may be waived by the director of reading for students with an undergraduate minor in reading.)

EDRD 620 Disciplinary and Integrated Literacy in Elementary Classrooms (3)
Procedures for developing effective reading skills to be applied by teachers. Focuses on the relationship between the processes of literacy and the methods to enhance content area reading in order to meet the total range of student literacy needs.

EDRD 640 Issues in the Teaching of Literacy (3)
Current approaches and recent trends in the teaching of literacy (K-12). Emphasizes present practices in the teaching of literacy and implication of research in literacy.

EDRD 680 Classroom Literacy Assessment (3)
Provides the knowledge and skills necessary to diagnose children's literacy and to develop, plan, and organize a literacy program based on data.
Prerequisite: EDRD 610, 615, or 620.

SOPS 610 Social Psychology (3)
Introduction to theories, findings, and methodology of social psychology.

SOPS 615 Social Cognition (3)
Includes intensive examination of the current literature and theory of social psychology; gives particular attention to theories of social cognition and perception.
Prerequisite: SOPS 610 or permission of the department chair.

SOPS 620 Group Dynamics (3)
Research on and theory of behavior in small groups, effects on the individual of membership and participation in small and large groups, interaction of group structure and personality, and the effects of an individual on the group.
Prerequisite or parallel: SOPS 610; Min Grade: C

SOPS 640 Social Psychology of Attitudes (3)
Examines theoretical and assessment perspectives pertaining to the psychological concept of attitudes.
Prerequisite or parallel: SOPS 610; Min Grade: C

SOPS 640 Social Psychology of Attitudes (3)
Examines theoretical and assessment perspectives pertaining to the psychological concept of attitudes.
Prerequisite or parallel: SOPS 610; Min Grade: C

SOPS 655 Counseling Applications of Social Psychology (3)
Current social psychological theory and research on such topics as social cognition, person perception, and attitude formation and change. Implications for counseling psychology practice and research.
Prerequisite: SOPS 610 or permission of the department chair.

SOPS 660 Contemporary Social Psychology (3)
Selected areas of current interest in social psychology. Deals with contemporary research and publications from both foreign and American sources.
Prerequisite: SOPS 610 or permission of the department chair.

CPSY 678 Theories and Techniques of Counseling the Culturally Diverse (3)
Designed to build expertise in counseling people of black, Hispanic, Asian, and Native American heritage. Emphasizes understanding the social and political bases of counseling and therapy. Activities may include student case presentation of a client from a different cultural background.
Parallel: CPSY 621.

EDMU 660 Multicultural and Multiethnic Education in American Schools (3)
Analyzes cultural and ethnic influences on the total operation of American schools. Emphasizes learning and classroom environment and planning, including cultural and ethnic considerations. Teacher attitudes, administrative concerns, student perceptions, and behaviors of all school- related personnel are studied in terms of the effect of prejudicial attitudes on the learning environment.

EDMU 670 Social and Cultural Minorities in American Education (3)
Analysis of lifestyles of different cultural groups in terms of children's strengths useful in schools and other institutions. Emphasizes flexible attitudes, bilingualism/biculturalism, creativity, improvisation, adjustments, and family structures. A variety of approaches to instruction are considered in the study of different ethnic groups.
Prerequisite: EDMU 205 or 660.

EDEL 644 Education in a Diverse Society (3)
A broad understanding of social, economic, cultural, and linguistic diversity, with emphasis on how teachers and schools can respond to issues that arise as our society becomes more diverse.

EDFO 651 Educational Sociology (3)
The effect of the larger American society upon the education of the student; the school as one setting where young persons grow into maturity; the school as a social system; the role of schools in a democratic society.

SPCE 609 Introduction to Applied Behavior Analysis (3)
Introduces behavioral principles and their applications in schools, developmental centers, and other human service settings. Includes functional behavioral assessments; selecting, defining, measuring, and graphing behavior; developing ethical behavioral intervention plans; implementing and assuring the fidelity of behavioral-change procedures; and evaluating behavioral outcomes for maintenance, generalization, and social validity. Not open to students who have credit in SPCE 309.

SPCE 610 Behavioral Consultation (3)
Training and supervised experience in providing behavioral consultation. Emphasizes the design and implementation of interventions for improving behavior and promoting adaptive skills in a variety of applied settings. Focuses on the analysis of consultant-consultee interactions in problem identification, problem solving, and outcome evaluation.
Prerequisite: grade of B or better in SPCE 609 or equivalent.

SCCO 675 Counseling Exceptional Children (3)
Examination of theory and research on the social, emotional, and career needs of exceptional children. Emphasizes counseling program development, models, and skills to meet the special needs of this population.
Prerequisite: SCCO 644 or permission of the department chairperson.
Prerequisite or parallel: SPCE 600, 646.

Appendix D
Suggested Sequence of Courses:

All classes are not offered every semester and students are advised to consult official university publications for when classes are offered. All classes listed first year are required prior to obtaining your Master's degree. Master's degrees can be applied for during the semester where 30 credit hours are completed. Exact dates for each semester are available from the Graduate School or from their website.

FIRST YEAR:

Fall Semester (15 Units) :

EDPS 653 Individual Cognitive Assessment (3)
EDPS 685 Introduction to School Psychology (3)
EDPS 651 Personality Assessment of Children and Adolescents (3)
SCCO 606 Child Therapy and Assessment (3)
Developmental Course:
EDPS 603* OL, 627, 628, or 720 (3)

Spring Semester (12 Units) :

EDPS 654 Academic Achievement and Intervention (3)
EDPS 686 Pre-Practicum in Consultation (1)
EDPS 612 Psychological Consultation (3)
EDPS 661 Individual Diagnostic Assessment (3)
EDPS 750 Developmental Psychopathology (3)

Summer Semester (13 Units) :

SPCE 609 Introduction to Applied Behavior Analysis OL (3)
EDPS 689 Practicum in School Psychology (1)
EDPS 641 Introduction to Statistical Methods OL (3)
SPCE 610 Behavior Consultation Techniques* OL (3) or SCCO 675 Counseling Exceptional Children (3)
Research Course:
EDPS 640 Methodology of Educational and Psychological Research* OL or EDPS 643 Research Design (3)

Apply for Master's Degree at this time.

SECOND YEAR:

Fall Semester (12 Units) :

EDPS 689 Practicum in School Psychology (3)
EDPS 652 Introduction to Neuropsychology (3)
Reading Course:
EDRD 610* OL, 627, 628, or 720 (3)
Social Psychology Course:
SOPS 610*, 615, 620, 640, 655, or 660 (3)

Spring Semester (12 Units) :

EDPS 688 Practicum in Consultation (3)
SCCO 692 Youth Crisis and Trauma Counseling (3)
EDPS 775 Evidence-Based Interventions in Psychology (3)
Learning Course:
EDPS 600* OL, 765, or 768 (3)

Summer Semester (9 Units) :

EDPS 660 Diagnosis and Interventions for Learning and Related Disorders OL (3)
Multicultural Course:
CPSY 678*, EDMU 660, EDMU 670, EDEL 644, or EDFO 651 OL (3)
Curriculum Course:
EDCU 610*, 601, 620, or 630 OL (3)

THIRD YEAR:

Fall Semester (3 Units) :
EDPS 690 Internship in School Psychology (3)

Spring Semester (3 Units) :
EDPS 690 Internship in School Psychology (3)

*denotes preferred class in that category
OL—typically an Online course

Year 1		
Fall	**Spring**	**Summer**
EDPS 653 Individual Cognitive Assessment (3)	EDPS 654 Academic Achievement and Intervention (3)	EDPS 640 Methodology of Educational and Psychological Research* OL (3) or EDPS 643 Research Design (3)
EDPS 685 Introduction to School Psychology (3)	EDPS 686 Pre-Practicum in Consultation (1)	SPCE 609 Introduction to Applied Behavior Analysis (3) OL
EDPS 651 Personality Assessment of Children and Adolescents (3)	EDPS 612 Psychological Consultation (3)	EDPS 689 Practicum in School Psychology (1)
SCCO 606 Child Therapy and Assessment (3)	EDPS 661 Individual Diagnostic Assessment (3)	EDPS 641 Introduction to Statistical Methods OL (3)
Development Course: EDPS 603* OL, 627, 628, or 720 (3)	EDPS 750 Developmental Psychopathology (3)	SPCE 610 Behavior Consultation Techniques* OL (3) or SCCO 675 Counseling Exceptional Children (3)

Year 2		
Fall	**Spring**	**Summer**
EDPS 689 Practicum in School Psychology (3)	EDPS 688 Practicum in Consultation (3)	EDPS 660 Diagnosis and Interventions for Learning and Related Disorders OL (3)
Reading Course: EDRD 610*, 620, 640, or 680 OL (3)	SCCO 692 Youth Crisis and Trauma Counseling (3)	*Multicultural Course:* CPSY 678*, EDMU 660, EDMU 670, EDEL 644 or EDFO 651 OL (3)
EDPS 652 Introduction to Neuropsychology (3)	EDPS 775 Evidence-Based Interventions in Psychology (3)	*Curriculum Course:* EDCU 610*, 601, 620, or 630 OL (3)
Social Psychology Course: SOPS 610*, 615, 620, 640, 655, or 660 (3)	*Learning Course:* EDPS 600* OL, 765, or 768 (3)	

Year 3
EDPS 690 Internship in School Psychology (3 credit hours in Fall and Spring)

*denotes preferred class in that category
OL—typically an Online course

Appendix E: **Decision Points for**
Performance-Based Assessment of School Psychology Graduate
Students Specialist in Education in School Psychology (Ed.S.)

Decision Point 1 Year 1		Decision Point 2 Year 2			Decision Point 3 Year 3
Maintain GPA of 3.0 for MA 3.2 For EdS students) Minimum grades of B in EDPS 653 (2 semesters) and EDPS 651 or approved equivalences Yearly evaluation by core School Psychology committee includes: portfolio and professional and personal characteristics *(see Student Review and Retention Policy)*	Admission to EdS (for those admitted to MA: Completion of 30 hours including EDPS 640 Research Methodology or previous Masters Degree Committee evaluation of suitability and performance as a school psychologist	Maintain GPA of 3.2 Yearly evaluation by core School Psychology committee includes: portfolio and professional and personal characteristics *(see Student Review and Retention Policy)*	Internship Approval Exit interview with practicum director and recommendation for internship	Praxis Exam (End of year 2 or beginning of year 3) Successfully attain a "passing score" on the Praxis II Specialty exam in School Psychology At the present time, a passing score is defined as a score equal to or greater than that required to become a Nationally Certified School Psychologist NCSP (147)	Maintain GPA of 3.2 Formative and summative evaluation by internship supervisor Yearly evaluation by core School Psychology committee includes: portfolio and professional and personal characteristics *(see Student Review and Retention policy)*

NASP Domains of Professional Practice 2020 Addressed in Classes										
Core Classes	1	2	3	4	5	6	7	8	9	10
EDPS 612	▓	▓			▓	▓	▓			▓
EDPS 640 or 643									▓	
EDPS 651	▓			▓		▓				▓
EDPS 653	▓		▓					▓		▓
EDPS 654	▓					▓				
EDPS 685	▓	▓	▓	▓	▓	▓	▓	▓		▓
EDPS 686	▓	▓	▓	▓	▓	▓	▓	▓		▓
EDPS 688	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓
EDPS 689	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓
EDPS 690	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓
Group/Description										
A/ Counseling Techniques		▓		▓		▓		▓		
B/ Individual Differences			▓					▓		
C/ Tests and Measurement	▓								▓	
D/ Personality	▓							▓		
E/ Abnormal	▓		▓	▓	▓		▓			▓
F/ Biological Bases								▓		
G/ Curriculum			▓		▓					
H/ Learning										
I/ Development	▓		▓						▓	
J/ Reading			▓							
K/ Social				▓						
L/ Diversity/ Multiculturalism								▓		
M/ Behavioral Intervention	▓	▓	▓	▓					▓	

Descriptions of NASP Domains are given in Appendix B

Appendix G
Decision Points Rubric for Portfolio Domains

	Unsatisfactory	Basic	Proficient	Distinguished
Artifact	None submitted (if required) or those submitted do not fit the domain or represent the student's product.	Artifact(s) minimally support the domain.	Artifact(s) cover most aspects of the domain.	Artifacts offer broad coverage of the domain and illustrate the student's mastery of the area.
Rationale Justification for inclusion of artifact(s)	Rationale for including an artifact is absent or unclear or does not connect to the knowledge, dispositions or performance indicators of the domain.	Rationale is included but is underdeveloped with minimal connections to the knowledge, dispositions or performance indicators of the domain. Rationale reflects minimal connection to research/scholarship.	Rationale is included with some connections to the knowledge, dispositions, and performance indicators of the domain. Rationale reflects adequate connection to research/scholarship.	Rationale is included with thorough and clear connections to the knowledge, dispositions, and performance indicators of the domain. Rationale reflects substantial connection to the research/scholarship associated with the content of the artifacts.
Reflective Reflective statements of personal understanding	The student does not present an appropriate, coherent, meaningful reflective statement that demonstrates personal understanding of the domain at this decision point. Does not reflect on his/her own abilities, struggles/limitations, experiences, or goals as a learner or clinician as they relate to the domain.	Student writes with a tone and language that reflect a basic understanding of the domain. However, there are few connections with the knowledge, dispositions, or performance indicators and his/her own abilities, strengths, weaknesses, experiences. and goals. Few examples are present and they may lack detail. Statements reflect some evidence of willingness to be self-critical and consider alternative views. The explanations are very brief or lack explication.	Student writes with an introspective tone and language that reflect a sound understanding of the domain. There are numerous connections with the knowledge, dispositions, or performance indicators and his/her own abilities, strengths, weaknesses, experiences and goals. Multiple concrete examples are provided but may lack detail. Statements reflect some evidence of willingness to be self-critical and consider alternative views. Some explanation is used.	The student writes with an introspective tone and language elaborating on numerous connections with knowledge, dispositions, or performance indicators and his/her own abilities, strengths, weaknesses, experiences, and goals. Multiple concrete, detailed examples are provided. Statements reflect the student's ability to be self-critical and consider alternative views. There are detailed explanations.

Graduate Check Sheet Forms: M.A. and Ed.S.

Copy to:
Graduate Office ☐
Student ☐
File ☐

GRADUATE CHECK SHEET
Master of Arts – School Psychology Ball
State University

Name: _____ ID#_____ Date: _____

Courses to Complete for MA				
Course	Hrs.	When	Where	Grade
Total				

_____

Maria Hernández Finch, Ph.D.
Director M.A./Ed.S. Programs in School Psychology

ID # _____

GRADUATE CHECK SHEET
SPECIALIST IN EDUCATION DEGREE (EdS)
Ball State University

Name _____ Date: _____
　　　　　Last　　　　　First　　　　　Middle
Bacc. Degree: _____ Date _____ Major: _____

Master's Degree: _____ Date: _____ Major: _____

Post Master's _____

Teaching and administrative certificates held _____

Admitted to the EdS program: _____

Courses Completed					Courses Completed				
Course	Hrs	When	Where	Grade	Course	Hrs	When	Where	Grade
			Total Hours						

Area of Specialization: ***School Psychology***	Committee Approval:

Area of Specialization: ***School Psychology***

Praxis Score: Date: _____

Expected graduation date: _____

Permanent Address:
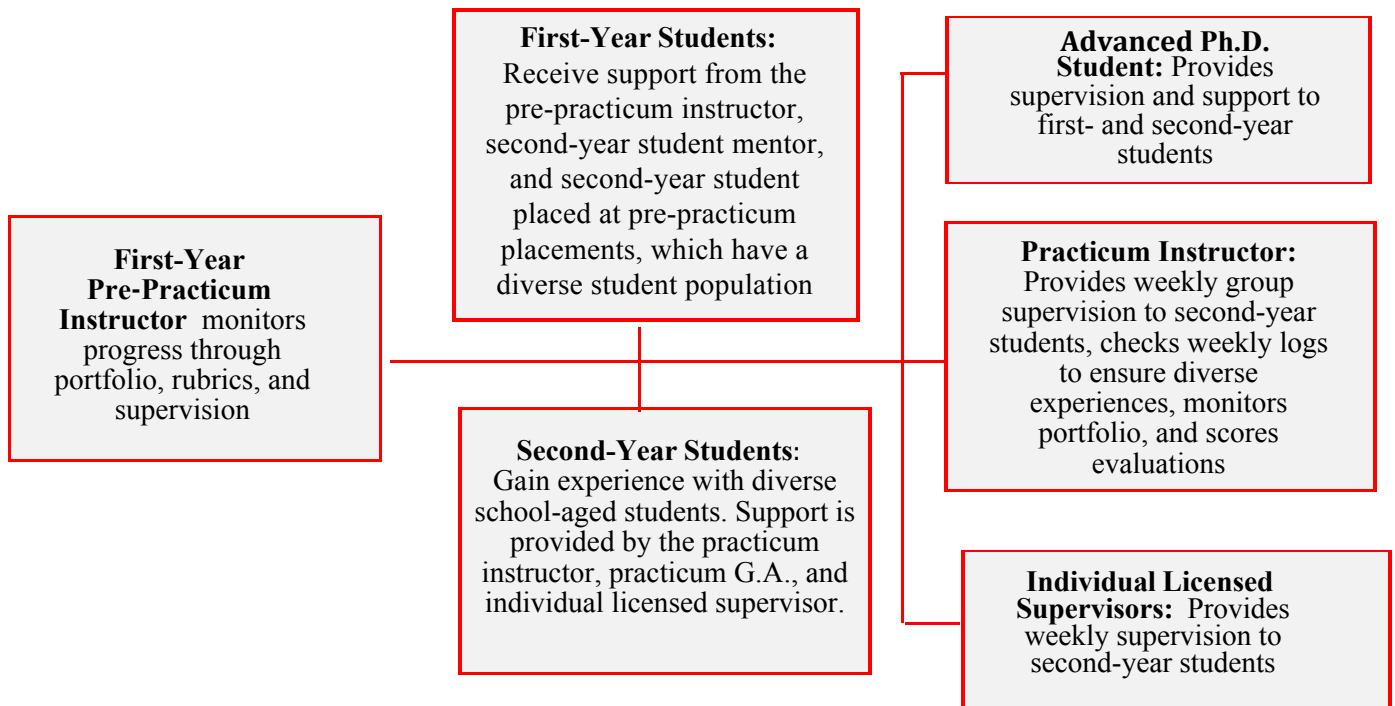
_____

_____

City   State   ZIP   Phone

Committee Approval:

_____

Chair   Date

_____

Member   Date

_____

Member   Date

Appendix I
Organizational Chart of Systemic Supervision and Support Provided Across Years of
School Psychology Practicum Experiences in Diverse Contexts

First-Year Students:
Receive support from the pre-practicum instructor, second-year student mentor, and second-year student placed at pre-practicum placements, which have a diverse student population

Advanced Ph.D. Student: Provides supervision and support to first- and second-year students

First-Year Pre-Practicum Instructor monitors progress through portfolio, rubrics, and supervision

Practicum Instructor: Provides weekly group supervision to second-year students, checks weekly logs to ensure diverse experiences, monitors portfolio, and scores evaluations

Second-Year Students: Gain experience with diverse school-aged students. Support is provided by the practicum instructor, practicum G.A., and individual licensed supervisor.

Individual Licensed Supervisors: Provides weekly supervision to second-year students

Ball State University Department of Educational Psychology, 2021

rGrade Log Coding Handbook

The Long and the Short of It: How to Categorize and Code Your Log Hours for
Second Year Practica and Ed.S. Internship

September 2011
2nd Edition

Maria E. Hernández Finch, Ph.D.
Assistant Professor and Practicum Coordinator
Educational Psychology, School Psychology Program
Ball State University

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Introduction

To demonstrate competence during the practicum sequence and internship, it is important to be consistent in coding log hours. First, common definitions of activities must be established and operationalized so that each candidate counts his/her hours of experience accurately. Second, consistency of categorization and coding will assist the program in monitoring the breadth and variety of experiences provided at different practicum and internship sites. Finally, a uniform system aids the program in evaluating and improving the training offered to candidates.

This booklet was created to make record keeping simpler and more efficient. As such, it is considered a work in progress. Candidates and faculty are encouraged to make frequent suggestions for revisions and to produce updated editions. When unique situations and/or solutions arise that are not included in this edition, possible revisions can be submitted to the current practicum coordinator and/or Ed.S. internship coordinator for inclusion in future updates.

Structure of this Edition

The format for each of the five main content areas for which hours in practicum and Ed.S. internship are logged consists of the following:

- A brief definition of the content area appropriate for inclusion in rGrade's definition fields;
- A detailed definition operationalizing the area.
  Assessment, Intervention and Consultation will be broken down into two subcategories:
    - Direct Services and
    - Related Services.
      Log entries must reflect the specific content area subcategory. For example, if an activity is best coded under *Assessment*, the candidate must determine whether Assessment-Direct Services or Assessment-Related best describes the activity.
    - Supervision may include individual, group, or peer. Support will consist of research, training, and management/other

- Examples of appropriate log content for each subcategory; and
- Illustrations that differentiate between broad content areas. For example, certain tasks could be construed as either *Intervention* or *Assessment*. Guidelines for each broad content area will be given to assist the candidate in determining how best to code an activity.
- A glossary of terms is provided for vocabulary with which the candidate may not be familiar.

Assessment

Short Definition: Assessment activities are defined as those for which the candidate provides testing and related services as part of a psychological evaluation.

Long Definition: Assessment activities are not limited to testing sessions. Reviewing records, observing the student, interviewing teachers and parents, completing a developmental history with a parent, scoring and interpreting test results, writing reports, participating in and providing feedback such as at a school case conference committee meeting, and following up with recommendations in the school or home setting can all be construed as part of a complete assessment. Assessment activities offer information about the student to improve the student's functioning or to assist in eligibility and placement decisions.

Assessment-Direct Services: Face-to-Face, phone, or internet testing or communication with the student or client or with persons involved with the student or client with the purpose of gathering or disseminating information regarding the student or client's abilities, skills, preferences, or understanding. Testing may be academic, behavioral, developmental, diagnostic, or some combination. Typically these services are always billable (though there may be limitations as to how many total minutes can be billed).

Examples:
· Administering a cognitive assessment to a student
· Observing a student in the classroom and lunchroom settings as part of an evaluation
· Attending a case conference committee meeting in which evaluation results will be presented or current functioning will be reviewed

Assessment-Related Services: Those provided to complete assessment activities typically without the student, client or informants present.

Examples:
· Reviewing records and/or previous testing for a referred student
· Scoring protocols
· Writing psychoeducational reports

DIFFERENTIATION

Assessment activities can sometimes be confused with activities better coded under Intervention or Consultation. If testing is conducted as part of universal screening or progress monitoring for Response to Intervention/Instruction (RtI), it should be coded under Intervention (typically Intervention-Direct Services). If testing, observation, or screening is conducted as part of consultation with a teacher or a parent, it is best coded under Consultation (typically Consultation-Direct).

Intervention

Short Definition: Intervention activities are defined as those for which the candidate devises and/or implements academic and/or behavioral strategies to produce measurable change in a child or client's behavior, emotional functioning, or academic progress.

Long Definition: Intervention activities in the school setting are typically construed as fitting into the Response to Intervention/Instruction (RtI) triangle at either the First Tier (prevention, universal screening, differentiated curriculum), Second Tier (diagnostic, progress monitoring), or Third Tier (sustained intensive intervention) and can be behavioral, academic or both in focus and scope. In a clinical setting, intervention would typically be billed as therapy and would include individual, group and family therapy modalities. Both in clinic and school settings, the provider would typically be the "case manager" of the activity (see glossary) and thus engaging in these activities directly with the child or client rather than as a consultant to a service provider or an organization.

Intervention-Direct Services: Face-to-face, phone, or internet activities designed to change child or client functioning with the candidate operating as the primary service provider.

Examples:
·   Providing an anger management group to Tier II students
·   Conducting DIBELS Next testing as part of the schools universal screening in Tier I
·   Working with high school students identified as having autism (Tier III) to improve their social functioning and comfort when making transitions. Observing the students in-vivo to see if the skills are generalizing.

Intervention-Related Services: Activities that directly support intervention without the target child(ren) or client(s) being present.

Examples:
·   Constructing a visual schedule for a student with autism
·   Graphing progress monitoring data
·   Participating in a grade-level meeting (Tier I or Tier II)

DIFFERENTIATION
Intervention can be best distinguished from Consultation by considering the level of involvement in the service. If the candidate is designated the "case manager" or "(co-) provider" of the service, then the activity is best coded under Intervention. Intervention usually involves sustained effort over time and a feeling of primary responsibility for the outcome. Alternatively, Consultation is best coded in situations when advising a case manager, teacher of record, or provider who is implementing the strategies and has primary responsibility for the outcome. Consultants may never come in contact with the client or child for whom change or improvement is sought while interventionists typically always do. If you are supporting the teacher who is running the intervention, your support is best coded under Consultation. See also Differentiation under Assessment.

Consultation

Short Definition: Consultation activities are defined as those for which the candidate provides psychological expertise in a collaborative manner (with others) to improve the educational, mental health, or behavioral outcomes for an individual, classroom, or system.

Long Definition: Consultation is offered in an educational/clinical setting to support positive change through theoretical models such as behavioral, conjoint, solutions-focused, or mental health consultation. All models encourage a collaborative relationship with consultees and strive to provide services that will empower consultees to solve similar problems independently in the future. It may be delivered directly or indirectly depending on the candidate's level of interaction with the beneficiary of the consultation.

Consultation-Direct Services: Either the face-to-face assessment of the educational/clinical need of an individual or the explicit modeling of an intervention technique to be performed by another (e.g., teacher, parent).

Examples:
- Risk assessment of a student referred to a candidate by a school psychology faculty member
- Face-to-face modeling of a strategy or skill when working with an identified student/client
- Face-to-face feedback to a physician and client regarding mental status, personality assessment, or medical mangagement

Consultation-Indirect Services: Face-to-face, telephone, or internet meetings with parents, educational or health professionals or staff where the student/client is not present and when the purpose of the interaction is to improve the educational, mental health, or behavior outcome for an individual, classroom, or system.

Examples:
- Using behavioral consultation (problem solving method) with a group of teachers trying to improve grade-level behavior
- Helping a teacher complete an FBA/BIP and using solutions-focused consultation techniques to frame future discussions about the case
- Presenting an inservice on bullying to school staff during a faculty meeting
- Advising the principal on how to improve morale and school climate

Consultation-Related Services: Activities that directly support consultation without the consultee(s) or beneficiaries being present.

Examples:
- Creating a blank ABC (Antecedents-Behavior-Consequences) chart for a teacher to use to gather baseline data for an on-going consultation case
- Reviewing survey results gathered to assess teachers' understanding of confidentiality

- Providing crisis response materials to teachers or staff

DIFFERENTIATION
Offering recommendations at a case conference is best coded under Assessment as part of the evaluation process. Usually at these meetings the suggestions are shared, but there is no back-and-forth process or expectation that they will be implemented. If later, the candidate is asked to help a teacher or paraprofessional implement one or some of the recommendations, then the activities can begin to be coded as either Consultation (direct or indirect) or Intervention (direct). Crisis and/or inpatient assessments are best labeled as Consultation-Direct unless the report and feedback are generated specifically for external review. Research activities linked to a current consultation case should be coded as Consultation-Related whereas general research activities are best coded under Support-Research. See also the Differentiation sections for Assessment and Intervention.

Supervision

Short Definition: Regularly scheduled reviews of the candidate's work by the assigned licensed or certified school psychologist conducted with the candidate present. Meetings typically are face-to-face and take place on a weekly basis.

Long Definition: Supervision is required during second year practica and Ed.S. internship. During second year practica, a faculty member is assigned as an individual supervisor. Although candidates also may have contact with school psychologists in the corporation to which they are assigned (and time spent with those psychologists can be noted in your log), meetings with non-BSU assigned psychologists cannot take the place of regular weekly appointments with the BSU-assigned supervisor. At least 1 hour of group supervision also is provided weekly during or immediately following EDPSY 689/688. Group supervision is a required element of the second year practica experience. Ed.S. candidates are provided weekly mandatory supervision by a licensed or certified school psychologist employed or hired by the internship site during the internship year. Students also are expected to meet all other internship requirements including regular contact with the Ed.S. internship coordinator.

Supervision-Individual: Face-to-face meetings with the licensed or certified supervisor.

Examples:
- A regularly scheduled hour with the individual faculty supervisor or designated field supervisor (during internship)
- Supplemental supervision from a licensed or certified psychologist other than the assigned supervisor because that psychologist has expertise in a specific area of concern or knowledge specific to the setting

Supervision-Group: Face-to-face group supervision meetings conducted by a licensed or certified school psychologist. Typically provided by the instructor for EDPSY 689/688.

Examples:
- The EDPS 689 class meets and reviews current SLD cases
- A subset of candidates placed at the same local school meet with their supervisor for supervision about their prevention projects or an intern meets with a group of school psychologists employed by the district to discuss policy or mutual procedural issues

DIFFERENTIATION
Attending an inservice or professional conference is best coded under Support-Training.

Support

Short Definition: Other services or activities not coded as Assessment, Intervention, Consultation, or Supervision that are necessary for the ethical and appropriate provision of school psychology services.

Long Definition: Usually the direct beneficiary of support services is the candidate, BSU, or the practicum or internship site. Support services are typically unbillable. Support includes activities beyond supervision that enhance the candidate's professional skills or knowledge, provide documentation of services, or involve personnel functions. Volunteer services at a school or clinic that could be provided by a non-school psychologist and are not easily coded in another area can be coded here (e.g., assignment to morning bus-duty as one of the employees of the school, or participation as a member of a school improvement committee but not as a consultant with leadership responsibilities).

Support-Research: Research activities to increase your knowledge or direction or formal research.

Examples:
- · Researching the unfamiliar medical condition of a student with whom you are working
- · After obtaining permission from the school corporation and Ball State's Institutional Review Board, a study is begun to look at the best predictors of early reading difficulties

Support-Training: Activities that improve professional skills and that are typically unbillable.

Examples:
- · Attending an inservice provided by the school corporation
- · Attending a professional conference
- · Reviewing a test prior to administering it to a child

Support-Management/Other: Other unbillable services and personnel functions.

Examples:

- • Providing supervision/consultation/guidance to fellow graduate students/co-workers/ school psychologist
- • Attending a peer school psychology Staffing where cases are reviewed
- • Completing paperwork, filing, posting reports, writing case notes
- • Attending School Faculty Meeting as an employee/non-presenting guest
- • Other support may include inputting reports into IIEP, emailing school personnel, reviewing or preparing materials for an SEL group, calling DCS, or conducting a needs assessment, among other miscellaneous support activities

See Differentiation under Supervision.

Glossary

Billable Service: Usually discussed in a clinic setting, but also possible in a school setting under Medicaid billing. A billable service is generally a service that can be attached to a specific client and the service is for the benefit of the client.

Case Manager: The case manager is the person responsible for the treatment plan in a clinic setting, or responsible for the IEP or intervention plan in the school setting. In the school setting, sometimes this person is also referred to as the Teacher of Record.

Candidates: Graduate students in training to become school psychologists.