



**BALL STATE
UNIVERSITY**

Welcome to Ball
State University!

School Psychology Ed.S.
Program

6 Program FT (Core) Faculty

- * **Dr. Maria Hernández Finch**, Director MA/Ed.S. Programs
- * **Dr. Janay Sander**, Director of Ph.D. Program
- * **Dr. Eric Pierson**
- * **Dr. Theresa Kruczek (School Psychology & Counseling Cores)**
- * **Dr. Sarah Wright Harry**
- * **Dr. Renee Nevins**

We also work collaboratively with school psychology trained faculty in special education and the ABA/Autism programs (e.g., Drs. Susan Wilczynski, Britany Dale, Lisa Rubel, & Kim Zoder-Martell) and within the Ed Psych Dept. including with our in-house statistics professors, Drs. W. Holmes Finch & Jocelyn Bolin.

Accreditations

CAEP/NCATE (undergraduate
and graduate)

NASP (Ed.S. & Ph.D.)

APA (Ph.D*)

(*Note: APA only accredits Ph.D. programs)



BSU Professional Education's Conceptual Framework

- In order to help you become an excellent **scientist-practitioner-advocate**, the program is informed by this framework that infuses all aspects of professional education at BSU.
 - **Expertise**
 - Knowledge of the student
 - Use of best practices
 - Understanding of how learners develop and learn
 - Transactional view of diversity (broadly defined)



Conceptual Framework

- **Engagement—Community Engaged Campus**
 - Interactive involvement with other professionals/students/parents/community
 - Interactive techniques to improve learning
 - Willingness to engage others of different backgrounds to promote change
- **Context**
 - Awareness of diversity, accessibility, equity, inclusion, and culturally sustaining practices
 - Adaptation of learning opportunities to contexts in which students grow

Student Assessment

- Assessment of decision-points in the program is a critical feature of the university's accountability system. Students are to make progress and receive regular feedback from the programs.
 - Performance-based assessment
 - Portfolio assessment
 - Annual student review



Core Course Sequence

- The courses in the Ed.S. program are those needed to obtain licensure from the Indiana Department of Education and can lead to national certification through NASP's NCSP (Nationally Certified School Psychologist).
- Core Courses are sequenced to allow for growth in professional competencies. Core courses address the conceptual framework through the NASP Practice Model 2020 and also align with the goals and objectives of the APA-approved Ph.D. Program.
 - Assessment and intervention for cognitive, academic, adaptive, and social and emotional needs.
 - Collaborative Consultation with teachers, parents and other professionals.

Core Course Sequence (con't.)



- Core Courses are sequenced to allow for growth in professional competencies.
 - Prevention of and intervention for educational difficulties.
 - Development of appropriate professional skills and awareness of educational settings.
- Other required courses are taken around the completion of the sequence (development, learning, statistics, counseling, etc.).

69 credits total including full time full year internship.

First Year

Fall

Cognitive Assessment

Introduction to School
Psychology (& Pre-
Practicum)

Personality Assessment
of Children & Adolescents

Child/Adolescent Therapy
Techniques

Spring

Academic Intervention
and Achievement

Individual Diagnostic
Achievement

Psychological Consultation
(& Pre-Practicum)

Developmental
Psychopathology



First Year

Summer

- Introduction to ABA
- Research Methods
- Practicum (3 cr;
conducted in our PDIC.)

Second Year

Fall

- Practicum in School Psychology (in schools)
- Reading Course
- Introduction to Neuropsychology
- Social Psychology Course

Spring

- Practicum in Consultation (in schools)
- Youth Crisis & Trauma Counseling or Evidence Based Treatments in Psychology
- Human Development
- Statistical Methods

Second Year

Summer

- Counseling Exceptional Children
- Curriculum



Third Year

Fall

- Full Time Internship in School Psychology (Ed.S.)

Spring

- Full Time Internship in School Psychology (Ed.S.)

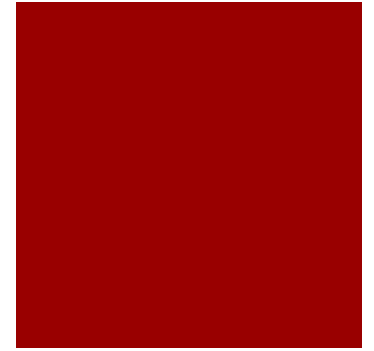


Strengths of the Program

- Grounding in the knowledge and skills necessary when working with individuals with varied and intersectional identities in educational contexts. Multiple immersive and situated supervised opportunities.
- Continuous and formative monitoring of progress through standardized rubrics. Grading is transparent and standardized.
- Opportunities to work with educational personnel in applied settings while gaining foundational knowledge and skills in assessment, consultation, and intervention.
- Great faculty-to-student ratio and a history of generous financial support.
- Multiple built-in opportunities for mentorship from peers and faculty.
- Collaborative department and program with many opportunities to specialize in areas such as autism, gifted, ABA, assessment, Juvenile Justice, social justice, etc., including through Graduate Assistantships with leading faculty.
- Faculty publishes and presents very regularly in a wide variety of areas allowing for cutting-edge teaching and collaborative research opportunities.

Pre-Practicum (First Year)

- Students are placed in local schools to learn about the culture of the school and the educational system. **Starts week 1.**
- Observe and help teachers and 2nd year school psychology students in their activities. Students run group academic and behavioral interventions as well as help with school Response to Intervention & MTSS efforts. **Our local schools received a large grant to begin Positive Behavior Intervention and Supports (PBIS) & SEL programs & are implementing MTSS (Multitiered Systems of Support).**





Practica (second year)

- Ed.S. students are placed in local schools to practice their skills and develop new ones. Ed.S. students spend the entire year working in an educational setting, and in the PDI Clinic during one summer to also get practice in a non-school clinical site. Fantastic, hands-on projects all year are completed.
- Approximately 20 hours per week. Between pre-practicum and practicum Ed.S. students accumulate more than 550 hours of applied supervised experience before internship.



Internship

- Ed.S.--Supervised Internship in School Psychology. 1400 hours of school-based experience must be gained for successful completion of the program.

Career Opportunities

- Ed.S. students who complete the program have been successful in securing school-based positions in Indiana and elsewhere. Some students work in clinics, agencies, and in limited Indiana private practice through the Indiana Independent Practice Endorsement.

