



School Psychology Program

Department of Educational Psychology

Teachers College



Student Handbook

M.A./Ed.S.* Program in School Psychology

Teachers College 524
Ball State University
Muncie, IN 47306-0595
(765)285-8500
www.bsu.edu/web/schpsych



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

2008-2009

Licensure: A Clarification

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 (73 semester hours) listed in Appendix A. Because of the number of hours required, students elect to obtain either the Ed.S. or Ph.D. degree (see Ph.D. Handbook). Students also must pass the Praxis II 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 must 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 by current students of the program.

More complete information about the university, admissions procedures, most supporting documents, program faculty, etc. may be found at the departmental (<http://www.bsu.edu/edpsych>) and school psychology (<http://www.bsu.edu/web/schpsych>) 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* <http://www.bsu.edu/gradschool/catalog.htm>,

Information contained in this publication was revised July 2008 but may be changed without notice. Please check with the Director of the Program for current information.

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Program Overview

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). 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. A graduate student serves as a full voting member of the Core and

Advanced Graduate Studies Committees. The department chairperson appoints 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 and The National Association of School Psychologists (NASP). Moreover, all programmatic changes are made within the standards imposed by the Graduate School. Changes in licensure requirements for Indiana psychologists are approved by the Teacher Education Committee (TEC). 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 incoming students each year. An assistantship includes waivers of tuition and out-of-state fees and a ten-month stipend.

Philosophy/Mission

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 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 frame works. 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) 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 standards and laws that are applicable;

◇ use information technology to enhance their work.

In order to meet these objectives, students are expected to demonstrate competence in the eleven domains outlined in the *National Association of School Psychologists Standards for Training and Field Placement Programs in School Psychology*.

These domains are:

- 2.1 **Data-Based Decision-Making and Accountability**
- 2.2 **Consultation and Collaboration**
- 2.3 **Effective Instruction and Development of Cognitive/Academic Skills**
- 2.4 **Socialization and Development of Life Skills**
- 2.5 **Student Diversity in Development and Learning**
- 2.6 **School and Systems Organization**
- 2.7 **Prevention, Crisis Intervention, and Mental Health**
- 2.8 **Home/School/Community Collaboration**
- 2.9 **Research and Program Evaluation**
- 2.10 **School Psychology Practice and Development**
- 2.11 **Information Technology**

Basic descriptions of these domains are included in Appendix B. More complete descriptions can be found in the *National Association of School Psychologists Standards for Training and Field Placement Programs in School Psychology* 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.

Program of Study

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, 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 73 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 prepracticum and practicum requirements (i.e., a total of 8 credits with a minimum of 500 clock hours of supervised experience) necessitates full-time student status at least for the year 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 courses are deemed appropriate for the planned program by the director of the program and the Graduate School. 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).

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Course Loads

Students receiving assistantships are not permitted to take more than 12 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 EDPSY 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 *Graduate Check Sheet, Master of Arts in School Psychology* at www.bsu.edu/web/schpsych); and

- formally apply for graduation through the graduate school. Application must be made no later than the end of the first two weeks of the semester in which the 30 hours are expected to be completed).

Advising

The director of the MA/Ends 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* at www.bsu.edu/web/schpsych) 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 660).
- 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 no later than the end of the first two weeks of the semester in which all program requirements including internship are expected to be completed .

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* (available at www.bsu.edu/web/schpsych 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.

Performance-Based Assessment and Selective Retention

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.

RGrade 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 and recorded in rGrade.

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: EDPSY 653, EDPSY 651, EDPSY 687, and EDPSY

612 that are prerequisite to practica EDPSY 688 and EDPSY 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 and professional web pages. 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. Evaluations and information from field-base supervisors and departmental faculty concerning performance in field placements and assistantships are considered by the full core committee 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 *Performance-Based Assessment Plan* at www.bsu.edu/web/schpsych

Selective Retention

Praxis II Examination

All Ed.S. candidates are required to pass the School Psychologist Specialty Examination (0400) from the Educational Testing Service (ETS). Complete information about registering for the test, a test blueprint, and sample questions may be found at Praxis II: Subject Assessments and NTE Programs Specialty Area Tests at www.ets.org/praxis. This test has been approved as an appropriate exit criterion for the program. To be considered for candidacy, students must achieve a score of 660 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 the intended graduation date.

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 four 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 within the first two weeks of the summer semester.

A complete and accurate final Ed.S. checklist found at www.bsu.edu/web/schpsych must be signed by the Ed.S. committee and submitted to the Graduate School in order for to graduate. The best way to insure 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 program advisor early in the internship year.

The application for graduation is available online or may be printed and sent to the Graduate School. Deadlines and any changes to the process are available at <http://www.bsu.edu/gradschool>.

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.

Prepracticum/Practicum

Through practicum experiences students have opportunities to apply their knowledge of psychological and educational theory and ethical principles to practice. The practicum components of the program are designed in such a way that students can attain competencies in such areas as observation and evaluation of individual clients with varying educational needs. Students also practice formulating recommendations, and planning for and evaluating selected interventions. Activities practiced in the school setting may encompass individual and group counseling, tutoring, behavior management, social skills training, consultation with teachers, parents, and other professionals, and evaluation of research. Practicum can occur in a variety of settings such as the public schools, the *Psychoeducational Diagnostic and Intervention Clinic* (PDI Clinic) 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 and other agencies by observing, attending case conferences, etc., during the prepracticum experience. As specific competencies are attained through accompanying course work, students progress to activities such as psychoeducational evaluation, development and evaluation of interventions, social skill development, etc.

Students must log a minimum of five hundred clock hours in practicum experiences throughout their course of study at Ball State. These hours are exclusive of hours spent in individual assessment courses.

Students ordinarily enroll for a total of 4 hours of Prepracticum during their first year and a minimum of 4 hours of practicum credit (EDPSY 689 – 3 and EDPSY 688 - 1) during their second year on campus. They must obtain permission from the practicum director before enrolling for credit. Students are required to successfully complete practicum requirements including a portfolio review and exit interview with the practicum director before advancing to internship.

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

Practicum Manual School Psychology Programs

Syllabi:

EDPSY 687 Prepracticum in School Psychology
EDPSY 688 Practicum in Consultation
EDPSY 689 Practicum in School Psychology

Prepracticum/Practicum

Practicum Settings

Practicum students are offered a variety of applied experiences. Placements in field-based settings and within the PDI Clinic are available. Depending on the individual needs of students, their placements can be in a school setting, in the PDI Clinic, or in both. Doctoral students typically spend at least one semester of their practicum experience in the clinic, whereas Ed.S students typically spend both semesters in 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 with school placements are provided with either 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 primary 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 is required to attend group supervision on a weekly basis. The Practicum Coordinator conducts group supervision. 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.

Prepracticum/Practicum

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.

environment and a relationship of mutual respect and trust between teacher and learner.

- Modeling is a key factor in learning. Supervisory staff 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.
- The philosophy of supervision is endorsed based on a constructivist view of the learner as being an active participant in his/her own learning. However, the first responsibility of supervisor and supervisee alike is to the client.

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

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 typically offered for academic credit (at BSU 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 EDPSY 690, Supervised Internship in School Psychology, for a total of 6 credit hours.

Internship Sites

Internship sites are selected and maintained 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. Primary considerations in the selection and maintenance of intern sites include:

- a licensed 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.

Internship

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 make application 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 director and have informed the coordinator of 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 must obtain the consent of a university supervisor who resides in the state and has agreed to fulfill the responsibilities of the BSU supervisor. The coordinator of internship must approve a written agreement before any contract can be signed. Students must agree to

any additional requirements imposed by the university supervisor. In the past, additional requirements have included enrolling at another university for internship credit in addition to that 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:

- 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 internship the 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

Internship

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.**

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 document internship hours using log sheets and send copies of their logs, detailing their hours and initialed by their supervisors to the university supervisor no less than twice per semester (mid-point and end of first semester and midpoint and end of second semester).

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 two case studies (one at the end of Fall Semester and one at the end of Spring Semester). The necessary elements for these case studies as well as rubrics for their assessment may be found in the *Internship Packet*.

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.

Internship

Site supervisors formally evaluate interns a minimum of once each semester using the required evaluation forms. The university supervisor visits with supervisors and interns at least twice during the course of the full-time experience.

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 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 advisor.

Internship Advisor:
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APPENDIX A—REQUIRED COURSES FOR Ed.S. PROGRAM

| | PREFACE | NUMBER | NAME | Hours |
|--------------------------------|------------------|--------------|------------------|-------|
| Professional Core | | | | |
| | EDPSY | 606 | Behav Anls Ed | 3 |
| | EDPSY | 612 | Psy Consult (S) | 2 |
| | EDPSY | 640 | Methodology | 3 |
| | EDPSY | 641 | Statistical Meth | 3 |
| | EDPSY | 651 | Pers Assess (S) | 3 |
| | EDPSY | 653 | Cog Assess | 6 |
| | EDPSY | 687 | PrePac (F,S) | 4 |
| | EDPSY | 688 | Prac Consult | 1 |
| | EDPSY | 689 | Pra Psychol | 3 |
| | EDPSY | 690 | Intern Psych | 6 |
| | EDPSY | 750 | Sem Sch Psy | 3 |
| Group: | | | | |
| A (Counseling Techniques) | CPSY | 621 | Theo Tech Cou | 3 |
| | or CPSY | 688 | Group Technq | |
| B (Individual Differences) | SPCD | 600 | Except Child | 3 |
| | or EDPSY | 745 | Dia Lrn Diso (F) | |
| C (tests and Measurements) | EDPSY | 646 | Test Meas | 3 |
| | or EDPSY | 746 | Theory Meas (F) | |
| D (Personality) | PSYSC | 623 | Theory Personl | 3 |
| | or CPSY | 631 | Personality | |
| E (Abnormal) | PSYSC | 632 | Abnormal | 3 |
| | or CPSY | 636 | Psychopathol | |
| F (Biological Bases) | One Course From: | | | |
| | EDPSY | 652 | Neuro Assess (F) | 3 |
| | EDPSY | 656 | Child Neuro (S) | |
| | PSYSC | 668 | Physiological | |
| G (Curriculum and Instruction) | EDCUR | | | 3 |
| | EDCUR | 601 | Curric Devel | |
| | EDCUR | 610 | Elem Sch Cur | |
| | EDCUR | 620 | Sec Sch Cur | |
| | | 630 | Jr H Mid Cur | |
| H (Learning) | One Course From: | | | |
| | EDPSY | 600 | Adv Ed Psy | 3 |
| | EDPSY | 765 | Theor Learning | |
| EDPSY | 768 | Cognit Devel | | |

| | PREFACE | NUMBER | NAME | Hours |
|----------------------------------|------------------|--------|------------------|-------|
| I (Human Growth and Development) | One Course From: | | | |
| | EDPSY | 603 | Human Devel | |
| | EDPSY | 627 | Child Devel (A) | 3 |
| | EDPSY | 628 | Adoles Devel (A) | |
| J (Reading) | One Course From: | | | |
| | EDRDG | 610 | EL Sch Readg | |
| | EDRDG | 620 | Content Rdg | |
| | EDRDG | 640 | Issues Rdg | 3 |
| | EDRDG | 680 | Cls Rdg Diag | |
| | EDPSY | 669 | Neuroling (F) | |
| K (Social) | One Course From: | | | |
| | SOPSY | 610 | Social | |
| | SOPSY | 615 | Social Cog | |
| | SOPSY | 620 | Group Dynamic | 3 |
| | SOPSY | 640 | Attitudes | |
| | SOPSY | 655 | Coun Applic | |
| L (Diversity) | One Course From: | | | |
| | EDMUL | 660 | Mult Clt Eth | |
| | EDMUL | 670 | Multrl Minor | |
| | EDEL | 644 | Educ Div Soc | 3 |
| | EDFON | 651 | Ed Sociology | |
| | CPSY | 678 | Coun Cul Dif | |

**APPENDIX B
NASP DOMAINS
OF SCHOOL PSYCHOLOGY TRAINING AND PRACTICE¹**

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.

2.1 Data-Based Decision-Making and Accountability: School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Data-based decision -making permeates every aspect of professional practice.

2.2 Consultation and Collaboration: School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.

2.3 Effective Instruction and Development of Cognitive/Academic Skills: School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions

2.4 Socialization and Development of Life Skills: School psychologists have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling and consultation.

2.5 Student Diversity in Development and Learning: School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

¹ Expanded definitions for NASP Domains can be found at www.nasponline.org

2.6 School and Systems Organization, Policy Development, and Climate: School psychologists have knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

2.7 Prevention, Crisis Intervention, and Mental Health: School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical well being of students.

2.8 Home/School/Community Collaboration: School psychologists have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

2.9 Research and Program Evaluation: School psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

2.10 School Psychology Practice and Development: School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.

2.11 Information Technology: School psychologists have knowledge of information sources and technology relevant to their work. School psychologist's access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.

APPENDIX C
BRIEF DESCRIPTIONS OF REQUIRED COURSES

NOTE: Students should check online at www.bsu.edu for current course descriptions and availability

CPSY 621 Theory & Techniques of Counseling (3)

Investigation of major theories and techniques of counseling and psychotherapy. Examination of behavioral, psychoanalytic, person-centered, existential, and relationship-oriented counseling theories. Therapeutic attitudes, ethics, and techniques and their relationship to theoretical principles and concepts will be addressed.

Prerequisite: CPSY 600 or 603 or 605

CPSY 631 Introduction to the Study of Personality (3)

An application of psychological principles to an introductory understanding of personality and interpersonal adjustment. Content includes social motivation, frustration, conflicts, adjustive mechanisms, assessment of personality, and some exposure to problems of mental hygiene and psychotherapy.

CPSY 636 Psychopathology (3)

Symptoms and dynamics of psychological disorders with primary emphasis on their development, etiology, prevention, and supporting research evidence.

CPSY 678 Theories and Techniques of Counseling the Culturally Different (3)

Designed to build expertise in counseling people of black, Hispanic, Asian, and American Indian 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.

Prerequisite: CPSY 621 or permission of the department chairperson.

CPSY 688 Process and Techniques of Group Counseling (3)

Major approaches to group counseling, including theoretical assumptions and basic principles and techniques. Participation experience provides practice in using various approaches and focuses on dynamics and processes of interaction(s) in group counseling.

Prerequisite: CPSY 600 or 603 or 605

EDCUR 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.

EDCUR 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.

EDCUR 620 The Secondary School Curriculum (3)

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.

EDCUR 630 The Junior High and Middle School Curriculum (3)

Examines several curricular practices designed to produce intended outcomes with students aged ten to fifteen. Studies current research, theory, and practices. Develops curricula designed for specific student populations.

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.

EDFON 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 the schools in a democratic society.

EDMUL 660 Multi-Cultural and Multi-Ethnic 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.

EDMUL 670 Social and Cultural Minorities in American Education (3)

Analysis of life-styles 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: EDMUL 205 or 660.

EDPSY 600 Advanced Educational Psychology (3)

Advanced survey of the concepts related to learning and motivation. Theories, research, and applications are explored with an emphasis on effective learning approaches and implications for instruction.

Prerequisite: EDPSY 290 or equivalent or permission of the instructor.

EDPSY 603 Psychology of Human Development (3)

Advanced lifespan human development. Covers biological, cognitive, and social development from conception to death, emphasizing theories, research, and applications to educational and psychological practice.

Prerequisite: EDPSY 250 or equivalent.

EDPSY 606 Behavior Analysis in Education (3)

Focuses on basic principles of behavior applied to education and everyday life. Helps define and measure academic performance and social behavior, designing and implementing teaching strategies and assessing the effects of the strategies.

Not open to students who have credit in EDPSY 306

EDPSY 612 Psychological Consultation (2)

Examination of the theoretical approaches to psychological consultation. Emphasizes the consultant-consultee relationship in behavioral process, developmental, triadic, organizational, and eclectic models of consultation. Research concerning various models is emphasized.

Prerequisite: EDPSY 653 or permission of the program director.

EDPSY 627 Child Development (3)

Advanced child development. Covers the biological, cognitive, and social developmental processes from conception to the transition into early adolescence, emphasizing current research in child development.

Prerequisite: EDPSY 603 or equivalent or permission of the instructor.

EDPSY 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.

Prerequisite: EDPSY 603 or equivalent or permission of the instructor.

EDPSY 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.

EDPSY 641 Statistical Methods in Educational and Psychological Research (3)

A basic statistical course for graduate students in education. Problems taken from the fields of education and psychology 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.

EDPSY 646 Tests and Measurements (3)

Educational and vocational tests and measurements used for measuring proficiency, aptitudes, interests, and personality traits and their use in the complete educational program.

EDPSY 651 Personality Assessment of Children and Adolescents (3)

Theory, administration, scoring, and interpretation of personality assessment instruments such as projective techniques, rating scales, personality inventories, etc., typically used for children and adolescents.

Prerequisite: individual testing course and a course in personality or permission of the program director.

EDPSY 652 Introduction to Neuropsychology and Neuropsychological Assessment (3)

Brain-behavior relationships with special emphasis on techniques and procedures for diagnosing brain dysfunction. Appropriate treatment procedures as they relate to diagnostic data are explored.

Prerequisite: EDPSY 650 or 653 or permission of the department chairperson.

EDPSY 653 Individual Cognitive Assessment (3)

Administration, interpretation, and analysis of selected psychological tests stressing individual measures of cognitive functioning.

Prerequisite: permission of the department chairperson

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term

Open only to students in school psychology or by permission of department chairperson.

EDPSY 656 Child Neuropsychology (3)

Advanced study of brain-behavior relationships in children with special emphasis on neurodevelopment. Assessment procedures useful in diagnosis and rehabilitation planning and research concerning various childhood neuropsychological disorders

Prerequisite: EDPSY 652 or permission of the department chairperson.

EDPSY 669 Concepts in Developmental Neuropsycholinguistics (3)

Comprehensive review and analysis of neurobiological and environmental developmental theories as applied to language acquisition and behavior. Application of these concepts to language assessment within the context of neuropsychological and psychoeducational evaluation as well as remediation and intervention

Prerequisite: EDPSY 650 or 653 or equivalent, EDPSY 652 or equivalent.

EDPSY 687 Pre-practicum--Introduction to School Psychology (1-4)

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.

A total of 4 hours of credit may be earned.

EDPSY 688 Practicum in Consultation (1-3)

Application of principles and theories of consultation taught in EDPSY 612. Consultation to school and clinical settings.

Prerequisite: EDPSY 612, 653, and 687; or permission of the program director.

A total of 3 hours of credit may be earned.

EDPSY 689 Practicum in School Psychology (1-6).

Preparation for internship. Supervised experience in the choice, administration, and written interpretation of standardized and nonstandardized 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: EDPSY 612, 651, 653, 687; or permission of the program director.

A total of 6 hours of credit may be earned

EDPSY 690 Supervised Internship in School Psychology (3)

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 6 hours of credit may be earned but no more than 3 in any one semester or term

Open only to school psychology students.

EDPSY 745 Diagnosis of Learning Disorders (3)

Diagnosis and recommended procedures for treatment of children with learning disabilities.

Emphasizes the role of a school psychologist in these procedures.

Prerequisite: EDPSY 650 or 653; SPCED 600 or equivalent; or permission of the department chairperson

EDPSY 746 Theory of Measurement (3)

Introductory study of major principles underlying psychometric theory including true score models, reliability, validity, norms, scaling, item analysis, and instrument construction. Fundamentals of classical test theory supply background for topics in modern test theory such as item-response models.

Prerequisites: PSYSC 241 or EDPSY 641 or permission of the department chairperson; EDPSY 646 or the equivalent.

EDPSY 750 Seminar in School Psychology (3)

Seminar aimed at synthesis and refinement of the student's personal philosophy of school psychology and its practice in today's schools. Individual and group study of current literature on issues ethics, current literature on issues, ethics, current problems, and research in school psychology.

Prerequisite: admission to graduate study in school psychology.

EDPSY 765 Theories of Learning (3)

A doctoral seminar in contemporary learning theories. Covers the systematic roots of learning theories within psychology and their implications for educational and psychological practice.

Prerequisite: EDPSY 600 or equivalent.

EDPSY 768 Theories of Cognitive Development (3)

A doctoral seminar on the current theories of cognitive development, including constructivist, information processing, and sociocultural perspectives. Emphasizes both historical writings and current research literature of cognitive development and their application in educational and psychological settings.

Prerequisite: EDPSY 602 or equivalent.

EDRDG 610 The Teaching of Reading in Elementary School (3)

Appraisal of the elementary school reading program in terms of principles, practices, and problems involved in the instructional program.

EDRDG 620 Content Area Reading (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.

EDRDG 640 Issues in the Teaching of Reading. (3)

Current approaches and recent trends in the teaching of reading (K-12). Emphasizes developmental features of present practices in reading and implications of research in reading.

EDRDG 680 Classroom Reading Diagnosis (3)

Provides the knowledge and skills necessary to diagnose children's reading, and to develop, plan, and organize a reading program based on diagnostic evidence.

Prerequisite: EDRDG 610 or 620.

PSYSC 623 Theories of Personality (3)

Review and comparison of theories of the structure, development, dynamics, and assessment of normal personality, with emphasis on empirical data presented by proponents of various theoretical positions.
Prerequisite recommended: PSYSC 241.

PSYSC 632 Abnormal Psychology (3)

Introduction to adult psychopathology with emphasis on contemporary systems of classification of behavior disorders, expression of behavior disorders in the context of cultural factors, problems associated with diagnostic decision making, and current research concerning descriptive boundaries, etiology, course, and prognosis.

Prerequisite: PSYSC 284; permission of department chairperson

Prerequisite recommended: PSYSC 317

Open only to students in the clinical M.A. program

PSYSC 668 Physiological Psychology (3)

Introduction to the physiological basis of behavior, involving the nervous system, its structure, biochemistry, and function. Emphasizes basic neuroscience and research methods. Includes a survey of the role of neurophysiology and neuroanatomy in functions of consciousness and mental disorders.

Prerequisite: PSYSC 284, 584

SOPSY 610 Social Psychology (3)

Introduction to theories, findings, and methodology of social psychology.

SOPSY 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: SOPSY 610.

SOPSY 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: SOPSY 610.

SOPSY 640 Social Psychology of Attitudes (3)

Examines theoretical and assessment perspectives pertaining to the psychological concept of attitudes.

Prerequisite: SOPSY 610.

SOPSY 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: SOPSY 610.

SOPSY 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: SOPSY 610.

SPCED 600 Education of Exceptional Children (3)

The basic course in the graduate sequence for teachers who wish to specialize in any one of the branches of special education. Stresses findings concerning the unique psychological and educational problems of exceptional children.

Appendix D
Suggested Sequence of Courses:

All classes are not offered every semester and students are advised to consult the *Checklist of Required Courses* (available at www.bsu.edu/web/schpsych and official university publications for when classes are offered.

FIRST YEAR:

You MUST take EDPSY 640 to obtain your Masters Degree.
You should apply for your Masters early in the semester in which you will complete 30 hours (usually during Summer Semester of 1st year). Exact dates for each semester are available from the Graduate School or from their web site.

Fall Semester (12 Units):

EDPSY 653 Cognitive Assessment (3)

EDPSY 687 Prepracticum (3)

*Choose 2 from **Required Courses List** (6)*

Strongly suggested choices:

EDPSY 640 Research Methodology (3)

EDPSY 641 Introductory Statistics (3)

EDPSY 646 Tests & Measurements or EDPSY 746 Theory of Measurement (3)

Spring Semester (12 Units):

EDPSY 653 Cognitive Assessment (3)

EDPSY 651 Personality Assessment (3)

EDPSY 687 Prepracticum (1)

EDPSY 612 Consultation (2)

*Choose 1 from **Required Courses List** (3)*

Strongly suggested:

Unselected Fall Semester Choice (3)

Summer Semester (9 Units):

Choose **3** classes from the **Required Courses** list (9)

Apply for Master's Degree at this time.

Most students will be introduced to their practicum experience during the summer and will continue through the second year when they ordinarily will register for credit .

SECOND YEAR:

Fall Semester (12 Units):

EDPSY 689 Practicum in School Psychology (2)

EDPSY 688 Practicum in Consultation (1)

EDPSY 652 Neuropsychological Assessment (3)

*Choose 2 classes from the **Required Courses** list (6)*

Spring Semester (12 Units):

EDPSY 689 Practicum in School Psychology (2)

EDPSY 688 Practicum in Consultation (1)

EDPSY 750 Advanced Seminar in School Psychology (3)

*Choose 2 classes from the **Required Courses** list (6)*

Summer Semester (9 Units):

*Choose 3 classes from the **Required Courses** list (9)*

THIRD YEAR:

Fall Semester (3 Units):

EDPSY 690 Supervised Internship in School Psychology (3)

Spring Semester (3 Units):

EDPSY 690 Supervised Internship in School Psychology (3)

**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 |
|--|--|--|---|--|---|
| <p>Maintain GPA of 3.0 for MA 3.2 For EdS students)</p> <p>Minimum grades of B in EDPSY 653 (2 semesters) and EDPSY 651 or approved equivalences</p> <p>Yearly Evaluation by Core School Psychology Committee includes: Portfolio Professional and personal characteristics <i>(see Student Review and Retention Policy)</i></p> | <p>Admission to EdS (for those admitted to MA: Completion of 30 hours including EDPSY 640 Research Methodology or previous Masters Degree Committee Evaluation of suitability and performance as a school psychologist</p> | <p>Maintain GPA of 3.2</p> <p>Yearly Evaluation by Core School Psychology Committee includes: Portfolio Professional and personal characteristics <i>(see Student Review and Retention Policy)</i></p> | <p>Internship Approval</p> <p>Exit Interview with Practicum Director and recommendation for Internship</p> | <p>Praxis Exam (end of year 2 or beginning of Year 3)</p> <p>Successfully attain a "passing score" on the Praxis II Specialty exam in School Psychology</p> <p>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 (660)</p> | <p>Maintain GPA of 3.2</p> <p>Formative and Summative Evaluation by internship supervisor</p> <p>Yearly Evaluation by Core School Psychology Committee includes: Portfolio Professional and personal characteristics <i>(see Student Review and Retention policy)</i></p> |

APPENDIX F DOMAINS OF PROFESSIONAL PRACTICE - Addressed

| | NASP DOMAINS ² | | | | | | | | | | |
|---------------------------|---------------------------|-----|-----|-----|-----|-----|-----|-----|-----|------|------|
| | 2.1 | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 | 2.7 | 2.8 | 2.9 | 2.10 | 2.11 |
| School Psych. Core | | | | | | | | | | | |
| EDPSY | | | | | | | | | | | |
| 606 | | | | X | | | | | X | | |
| 612 | X | X | X | X | X | X | X | X | X | X | X |
| 640 | | | | | | | | | X | | |
| 641 | | | | | | | | | X | | X |
| 651 | X | | | X | | | X | | | X | |
| 653 | X | | X | | X | | | | | X | |
| 687 | X | X | | | X | X | | | | X | X |
| 688 | X | X | X | X | X | X | X | X | X | X | X |
| 689 | X | X | X | X | X | X | X | X | X | X | X |
| 690 | X | X | X | X | X | X | X | X | X | X | X |
| 750 | | | | | | | | | X | X | |
| GROUP/Description: | | | | | | | | | | | |
| A/ Counseling Techniques | | X | | X | | | X | X | | | |
| B /Individual Differences | | | X | | X | | | | | | |
| C/ Tests and Measurements | X | | | | | | | | X | | X |
| D/ Personality | X | | | | X | | | | | | |
| E/ Abnormal | | | | | | | X | | | | |
| F/ Biological Bases | | | | | X | | | | | | |
| G/ Curriculum | | | X | | | X | | | | | X |
| H /Learning | X | | X | | | | | | X | | X |
| I / Development | | | | | X | | | | | | |
| J / Reading | | | X | | | | | | | | |
| K / Social | | | | X | | | | | | | |
| L / Diversity | | | | | X | | | | | | |

²Descriptions 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. |