

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.