

BALL STATE UNIVERSITY

Student Handbook And Program Description

Doctor of Philosophy School Psychology

Accredited By:

American Psychological Association (202-336-5979)
National Association of School Psychologists

Commission on Accreditation
750 1st Street, NE
Washington, DC 20002-4242

Revised: R.S. Dean, August, 2007

Introduction

This Handbook was designed to provide easy access and direction for current and potential students of the Ph.D. Program in School Psychology. More complete information about the university, admissions procedures, supporting documents, program faculty, etc. may be found at the departmental website (<http://www.bsu.edu/edpsych>), the school psychology website (<http://www.bsu.edu/web/schpsych>), and the Graduate School website (<http://www.bsu.edu/gradschool/>).

The term “program” in this publication applies specifically to the Ph.D. Program in School Psychology. A separate Handbook is available on the M.A. (Master of Arts) and Ed.S. (Specialist in Education) Programs (<http://www.bsu.edu/web/schpsych>). This publication is not intended to replace, but rather to supplement the Ball State University Graduate Catalog (<http://www.bsu.edu/gradschool/catalog>). Information contained in this publication was revised in August 2007 and may be changed without notice. The information provided was accurate when published. However, you may verify any information with the Program Director.

Raymond S. Dean, Ph.D., ABPP
Director, Doctoral Program in School Psychology
Neuropsychology Laboratory TC 905
Ball State University
Muncie, Indiana 47306
rdean@bsu.edu

Governance

The Doctoral Program in School Psychology, its policies and procedures, are directly supported by the Department of Educational Psychology, the School Psychology Core Committee, the departmental Advanced Graduate Studies Committee, and the Director of the School Psychology Doctoral Program.

The program director is appointed by and reports to the department chairperson. He/She is responsible for the development and monitoring of program quality. With the approval of the School Psychology Core Committee and the Curriculum Planning and Review Committee, the structure and content of the Program is the Director’s responsibility. Training is conducted in compliance with professional standards of competency and behavior (*Ethical Principles of Psychologists and Code of Conduct*, APA, 2002). All changes are made within the standards imposed by the graduate school. The director solicits comments

and recommendations from the students and faculty involved in course work to alter the existing structure.

Overview of School Psychology Programs

Ball State University sponsors three degrees in School Psychology: a Master of Arts (M.A.), a Specialist in Education (Ed.S.), and a Doctor of Philosophy (Ph.D). The Master's, Ed.S. and Ph.D. programs all meet the licensing criteria outlined by the National Association of School Psychologists (NASP, 2000) and the requirements for certification as a National Certified School Psychologist in the majority of states. The program is accredited by the Indiana Department of Education.

The training approach emphasized by all three graduate programs adheres to the interaction of scientific and applied psychological skills as identified by the American Psychological Association (2005). The Master's and Ed.S. programs focus on the preparation of professionals to practice in schools or other educational milieu. Training, particularly in the Ph.D. program, involves a scientific focus and promotion of a life-long commitment to a career directed toward the advancement of psychology as a science. The Ph.D. program offers psychologists the education, training, and supervised experience to ethically meet the demands to practice psychology in a variety of professional settings. Moreover, the program meets the guidelines and principles of professional psychology as outlined by the American Psychological Association (APA). The Doctoral Program is accredited by APA (APA, Office of Program Consultation and Accreditation, 202-336-5979; www.apa.org/ed/accreditation).

All degree programs have a strong commitment to preparing graduates to work effectively with diverse populations of children and adults. This commitment is reflected in our efforts to provide our graduates with knowledge and experiences relevant to understanding the role of diversity in psychological phenomena. Students gain this experience and knowledge through course work and field training. Through supervised professional experiences, the students gain knowledge and skills that prove invaluable when working with the varied populations encountered in psychological practice.

University History

Ball State University was founded as a state institution in 1918. At that time, the Ball family of Muncie donated the previously purchased campus and buildings of the Muncie Normal Institute to the state of Indiana. In 1922 the board of trustees named the school Ball Teachers College. Ball State Teachers College was the name given to the institution by the Indiana General Assembly in 1929. The General Assembly renamed the institution Ball State University in

1965. Along with changes in name, Ball State has increasingly diversified its program offerings. In the spring of 1932, Master's degree programs were instituted, and the first Master's degree was granted in 1934. By the 1940s, both a six-year degree program and a Doctorate in Education (in cooperation with Indiana University) had been inaugurated. The Specialist in Education degree was offered for the first time in 1959; doctoral programs (Ph.D. and Ed.D.) were instituted in 1961. The National Council for the Accreditation of Teacher Education (NCATE) granted Ball State full accreditation for all graduate programs through the doctorate in fields of education in 1961, and the North Central Association of Colleges and Secondary Schools granted final accreditation at the doctoral level in 1974. Presently, Master's degrees in seventy-six fields, Specialist in Education degrees in four fields, and Doctoral degrees in twenty fields of study are offered.

Programs in School Psychology began at Ball State when a Master of Arts degree (M.A.) program in School Psychometry was initiated in 1964. It was soon followed by a Specialist in Education (Ed.S.) program in 1969 and the Doctoral program in 1976. The School Psychology programs have earned a reputation for excellence in training and practice. 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 was granted full accreditation by the American Psychological Association (APA, 202-336-5979) in 1985.

Licensing Requirements

Ball State offers a Masters of Arts degree in School Psychology after the completion of 30 credit hours of approved course work. However, this level of training does not prepare the student for practice as a School Psychologist in Indiana or most other states. In fact, the majority of states require the completion of a Master's, Specialist, or Doctoral degree in School Psychology with a minimum of 60 semester hours from an institution regionally accredited to offer such a degree. To promote licensure eligibility of our graduates, students must complete all course requirements recommended by Ball State University for practice in the schools (73 semester hours). In light of the number of hours required, many students elect to apply for either an educational specialist (Ed.S.) or doctoral degree (Ph.D.). For more information about licensing requirements, including requirements of states other than Indiana, visit the Ball State Office of Teacher Education Services' Licensing Web site (<http://www.bsu.edu/teachers/otes/licensing/>). Awarding of the Ed.S. or the Ph.D. requires students to have passed the National School Psychology Examination prior to internship. Graduates are eligible for the National Certification in School Psychology (NCSP).

Licensure as a Psychologist and a Health Service Provider in Psychology, which allows one to practice inside and outside the schools, requires the completion of the Doctoral program. This is in keeping with the guidelines of the American Psychological Association (2005) and the majority of state licensure boards.

Doctoral Program Philosophy/Mission

The pursuit of a doctoral education requires a serious commitment of one's time, financial resources, and intellect. The decision to follow this path should not be made without considerable thought and preparation. It is important to choose the doctoral program that best meets your present needs and future aspirations. What follows are a number of areas of information which will aid the prospective student in making an informed decision.

Ball State's Doctoral-level training program is grounded in the scientist-practitioner model (Bolder). Training is conducted in compliance with professional standards of competency and behavior (*Ethical Principles of Psychologists and Code of Conduct*, APA, 2002). Students work toward competency in areas of scientific psychology, professional disposition, psychological assessment, and intervention. In addition students identify an area of specialization as represented by a chosen cognate. This cognate allows them to undertake more extensive, specialized training following graduation. Throughout their training, a heavy emphasis in ethics, law and standards of practice is provided.

The student must successfully complete a set of core courses in theoretical and scientific foundations of psychology as identified by the Task Force on the Revision of the Accreditation Criteria in Psychology (coordinated by the APA, 2005). Furthermore, students are required to take course work designed to train them to apply the theoretical and scientific contributions of psychology to practical problems. Examples of the latter category are courses in diagnosis and treatment and required practicum and internship experiences.

It is our belief that school psychologists too often have been limited by the focus on "school." We believe the title does not necessarily define the location where services will or should be provided. It is our contention that our graduates are best defined by their skills -- those necessary to perform the professional role asked of them across settings and within the ethical bounds of their education, training, and supervised experience.

This contention along with our emphasis on the scientist-practitioner model, underscores our training philosophy. Students are taught to think and act as both social scientists and applied psychologists. As social scientists, graduates are expected to conduct and interpret research. In schools, they serve as resources to school personnel and parents in promoting programs for problem prevention and the facilitation of learning. As practitioners, they must have the training to render diagnostic and remedial services. These basic elements of the school psychology program have been emphasized in *Specialty Guidelines for the Delivery of Services by School Psychologists* (APA, 2005).

National Recognition

The program's primary goal is to train school psychologists as scientist and practitioners. To this end, Little (1999) and others have noted that Ball State graduates were in the top 10 in the nation in number of publications. A more recent study ranked faculty from Ball State University's School Psychology program among the nation's best for scholarly productivity (Wagner, Lail, Viglietta, & Burns, 2007). The program's faculty was ranked seventh nationally in total scholarly publications and seventh in scholarly publications published in major school psychology journals from 1995-1999. In general, our faculty was fifth among the 53 programs accredited by the American Psychological Association from the period of 1977-1999. A number of published studies rank Ball State University's School Psychology Doctoral Program among the nation's top 10 in scholarly productivity and success of graduates. Below are some of the program's accomplishments mentioned in recent publications.

- First in total number of graduates since 1990 in academic positions (Little, Akin- Little, & Tingstrom, 2004).
- First in annual rate of graduates in academic positions since program gained American Psychological (APA) accreditation (Little, Akin-Little, & Tingstrom, 2004).
- Third overall in total number of graduates in academic positions. (Little, Akin- Little, & Tingstrom, 2004).
- Seventh in number of publications from 1995-99 (Carper & Williams, 2004).
- Third in number of journal publications outside of school psychology (Carper & Williams, 2004).

- Ninth in authorship credit and number of publications from 1995-99 (Carper & Williams, 2004).
- Fifth in total publications of current APA programs from 1970-99 (Little, 1999).
- 13th in authorship credit ratings from 1995-99 and 2000-05 (Wagner, Lail, Viglietta, & Burns, 2007).

Recent Graduates

Recent graduates (2007) of the School Psychology Doctoral Program completed the Self-Study Graduate Evaluation Measure. The results showed that 100% of our doctoral graduates completed paid internships and were employed in some psychological setting. During the past two years, more than 80% of our students completed internships accredited by APA and or APPIC. A total of 78% of our graduates were licensed as “School Psychologists” with 56% being licensed as “Psychologists” by a state (HSPP). This percent of state licensed psychologists (health care providers) was impressive in light of the fact that only 53% were eligible due to the necessary post-doctoral experience. In addition, some 38% of all graduates were in the past or are at present enrolled in formal Post-Doctoral Training programs. Graduates with a specialization in Neuropsychology (32.5%), were more likely to have had formal post-doctoral training in that area of specialization. Of all the graduates, some 95% held membership in national professional organizations. The most important part of their training, as reported by graduates, was the integration of clinical experience early in the program (56%). Some 98% reported the training program prepared them more than adequately for the practice of professional psychology.

Goals and Orientation of Doctoral Training Program

Training competent professional school psychologists encompasses multiple areas of academic knowledge and research, field experience, and professionalism. Based on our philosophy and objectives, the program has identified comprehensive skills expected of graduates and taught within our Major Curriculum Formation (see *Appendix A*). Our “Curriculum Formation” meets criteria guidelines identified by both the American Psychological Association (2008) and the National Association of School Psychologists (2005). Our interaction with Counseling Psychology, Neuropsychology, Clinical Psychology, and Special Education offers our students a unique professional training that is in demand across settings. Additionally, our program addresses issues of diversity as presented by our students, faculty, university, and clients.

To achieve the scientist-practitioner goal, Doctoral students are expected to competently perform a wide range of professional functions that involve:

Scientific Psychology

1. identifying and incorporating biological aspects of behavior/cognition as they relate to research, assessment, and intervention.
2. applying theories of learning to research, assessment and intervention practices.
3. knowledge of typical life-span developmental models as considered in recent research, clinical assessment, and intervention practices.
4. incorporating social bases of behavior in their understanding of cultural diversity in assessment intervention practices and group therapy.
5. producing professional research based on appropriate statistical analyses, sound methodology and data interpretation.
6. conducting pertinent research relative to their employment setting and interpreting the results to other personnel.
7. functioning as university faculty members.

Administrative Professional Practice

1. knowing and applying basic principles and ethical standards of professional practice and providing services with a “professional disposition.”
2. knowing their legal obligations/responsibilities as a school psychologist to each party involved in their practice.
3. effectively consulting with teaching staff and other personnel on issues of group assessment, discipline, mental health, learning strategies, etc.
4. applying research findings to the solution of problems related to discipline, behavior modification, in-service training, learning strategies, special class placement, etc.

5. functioning as team leaders in school-based multidisciplinary teams and as a liaison to local mental health clinic and residential treatment centers.
6. serving as court appointed specialists in due-process cases or as consultants to parents or school districts in disputed cases.

Psychological Evaluation and Intervention

1. identifying educationally, psychologically, and socially exceptional children using a variety of approved diagnostic techniques across culturally diverse settings.
2. administering and interpreting individual tests for the purpose of determining and describing the intellectual/cognitive capabilities of individuals as related to common disorders.
3. assessing level of educational functioning/achievement as a tool in diagnosis and treatment.
4. identifying specific educational disabilities.
5. recommending educational, behavioral, psychological and social interventions toward remediation.
6. describing the emotional functioning and the personality elements of individuals using a variety of theoretical formulations and professionally accepted methods and techniques.
7. assisting in the development and choice of educational and social programs to meet the educational needs of students at various levels of functioning.
8. conducting case conferences/staffing by providing effective intervention strategies for those who work directly with the student.
9. functioning as a school psychologist across diverse settings once state licensure has been acquired.

Specialization

At Ball State, a “cognate” is a required area of specialty or concentration in the student’s doctoral program. A cognate may be chosen from a number of areas, but competencies should be considered in closely related fields. The Department of Educational Psychology has a number of cognates, which

include clinical neuropsychology, developmental psychology, and research methodology and statistics. Other frequent cognates are those in counseling psychology, clinical psychology, social psychology, sociology, and special education.

Flexibility is allowed in the development of skills and knowledge within the candidate's interest area(s). Candidates may choose to complete one cognate field, consisting of a minimum of 24 semester hours of graduate work. Or two minor specialties or cognate fields of study, each consisting of a minimum of 15 semester hours of graduate work, may be elected. A faculty member from that area of specialty must supervise the choice of courses and sit as a member of the student's doctoral committee.

Financial Information

Program Costs

Information on fees, tuition and expenses is available in the *Graduate School Catalog*. General information on types of Financial Assistantships and Fellowships is available at the Graduate School, Assistantships and Financial Support webpage (<http://www.bsu.edu/gradschool/assistantships/>).

Funding and Support

Our program is committed to funding all doctoral students enrolled in full-time study. All first and second year, and most third year doctoral students are supported with a **graduate assistantship** that includes a stipend of approximately \$10,000+ for the academic year, remission of the contingent portion of the general fee, remission of the graduate course fee, and an out-of-state waiver. Although students are "guaranteed" only first and second year support, it has been our experience that the majority of our third year students are provided with assistantships as well. The Program cannot guarantee support from year to year due to Indiana law. However, the pattern of funds available to date has enabled us to fund every full-time doctoral student since the inauguration of the Ph.D. Program in School Psychology. Stipends for each five-week summer term are 15 percent of the student's academic year stipend.

Assistantship activities are determined by the faculty member to whom the graduate student is assigned. Typically, doctoral assistants help supervise practicum students, teach courses, conduct faculty research projects, or offer administrative support. To apply for an assistantship, simply check the appropriate box on the graduate school application.

In addition to the basic financial resources provided the Program, students receive funding through **tuition scholarships, fellowships, loans, and internships**. In fact, seven of our students over the past seven years have received University Fellowships. These fellowships allow recipients to pursue a full-time course of study leading to an advanced degree with no obligation to the university other than to maintain a high level of academic performance. Fellowships are awarded on the strength of the student's grade-point average, scores on standardized examinations, and letters of recommendation. Fellows receive a remission of the contingent portion of the general fee, the graduate course fee, and the nonresident fee. Fellows receive a stipend that is determined by the Dean of the Graduate School (see *Graduate Catalog*).

Additional tuition and yearly fee assistance may be applied for by students through the **Lyell L. Bussell Memorial Graduate Fund**. Recipients of this award are students enrolled in graduate programs in education at Ball State University. The award may also be used for other activities which broaden a student's graduate education and/or teaching experience. The amount is determined by a committee chaired by the Dean or Associate Dean of the Teachers College and representatives of departments in Teachers College who offer graduate programs in education. During the last three years, four of our students have been awarded Bussell Fellowships.

Other resources for students are available on a competitive basis from a variety of campus and national organizations. Loans are also available through the University. Advanced students may be offered **teaching positions** which allow for supervised experience while receiving both teaching experience and financial remuneration. Finally, students and faculty may apply to the graduate school for **re-imbusement of travel costs** related to professional conferences.

Applying to the School Psychology Program

Application for Admission

Applicants who have a **Baccalaureate** degree are eligible to apply for the M.A., the Ed.S., or the Ph.D. degree. Applications may be made directly for any of the degrees, but many of our students choose combined admissions. For example, applicants may concurrently be granted admission into either the M.A. and Ed.S., or the M.A. and Ph.D. programs in School Psychology. Applicants with Baccalaureate degrees may be of such outstanding quality that they are eligible for concurrent admission into the M.A. and Ph.D. programs in School Psychology. Such applicants must meet the admission requirements of the Graduate School, achieve scores on the GRE at a level commensurate with Master's degree applicants applying to the advanced degree programs, and

submit the additional materials appropriate to the degree program desired (see “Admission Procedures” for the Ed.S. or Ph.D. in School Psychology). Candidates for admission must be approved by the departmental Advanced Graduate Studies Committee and should contact the program Director for appropriate forms and additional information.

Multiple criteria are used to select students for admission to the Ph.D. program in School Psychology. These criteria include GRE scores, previous undergraduate and graduate grade point averages, letters of recommendation, and personal written statements regarding professional goals and special background experiences highlighting individual diversity. The written statements required of applicants are important admission criteria because they allow for comparisons between the potential students’ intellectual prowess, professional development, and intended career paths and the goals, objectives, and philosophy of the program. Students who are offered admission to the program need to hold professional goals that are consistent with the program’s model of training and faculty expertise.

Our program is committed to the preparation of graduates who are of a professional disposition that enables life-long learning and reflective practices based on an interactive model of theory, research, and practice. To accomplish this goal, faculty does not only provide advisement regarding the completion of program requirements, but also encourages and assists the students in their professional development. Specifically, the Core Faculty assists each student in identifying an area of specialization and planning course work and experiences consistent with that specialization. In addition, faculty encourage and provide continual opportunities for students to participate in professional activities outside of the classroom context, including opportunities to participate in collaborative and/or faculty-supervised independent research, practice, service activities, presentations at professional conferences, and publications in professional journals.

The program attempts to attract and retain a diverse student body with respect to age, gender, race, and ethnicity, all of whom are fully capable of pursuing careers in professional psychology. During the past seven years the number of applicants has increased substantially. So too, we now have combined admissions of M.A. and Ph.D., Ph.D. applicants direct from the Baccalaureate degree, and applicants who have a Master’s degree. However, given this, we have approximately fifty (50) applicants yearly who apply directly to the Ph.D. Program. We admit only those students that we are able to fund. As of late the number of Ph.D. students has been 10+ yearly. A summary of scores for students admitted to the Doctoral Program in the past seven years (2000-2007) is shown below:

	Means
Undergraduate GPA	3.65
Graduate GPA	3.88
Verbal GRE score	533
Quantitative GRE score	619
Combine Verbal & Quantitative GRE score	1131

Graduate School Application

Applicants must apply to both the Graduate School and the Department of Educational Psychology. The department must receive notification from the Graduate School that your application has been approved before your department file can be evaluated for admission to the program. **It takes the Graduate School approximately four (4) weeks to process a completed application, so it is imperative that you submit your materials in plenty of time to meet the departmental deadline of January 31st.**

Director of Admission
The Graduate School
Ball State University
Muncie, IN 47306

Send the following materials directly to Admissions, The Graduate School:

1. **Graduate School Application Form:** It will ask for your degree objective. Indicate School Psychology as your major. Do NOT write “psychology” as your degree objective; doing so will result in your application being forwarded to the wrong psychology department. If you are currently enrolled as a graduate student at Ball State University, you must still submit an application to the Graduate School.
2. **\$35 application fee:** (Fee is \$25 for those who have attended Ball State.)

3. **Official transcripts:** Include transcripts from every institution attended, including transcripts from schools in which courses were transferred to another institution: If you are currently attending Ball State University or have attended in the past, the Graduate School will obtain transcripts that are already on file for you.
4. **Results of the general Graduate Record Examination General Test (GRE):** Results must from exam taken within the last five years. Official results should be sent directly to Ball State University. If you use the code for BSU (R1051), the results will go to the graduate school. Please indicate that your major will be School Psychology (3406).

Departmental Application

The application deadline for School Psychology is **January 31st**. All materials must be postmarked by the deadline. Send the items listed below directly to:

Admissions Coordinator
Programs in School Psychology
Department of Educational Psychology
Ball State University
Teachers College 524
Muncie, IN 47306
Phone: 765-285-8500
FAX: 765-759-3653

1. **Departmental Application Cover Sheet:** A personal file will be created for you upon receipt of this form
2. **Professional Goals and Self-Assessment Statement:** An autobiography including pertinent childhood, academic, and vocational experiences, reason for wanting to enter school psychology, and a personal philosophy statement should be included. Applicants should also outline their previous multicultural experiences.
3. **Three letters of recommendation:** We strongly urge you to follow up with your references to remind them of the deadline.
4. **Official Transcripts:** Transcripts from all granting institutions and graduate programs previously attended must be forwarded (even if you only took one or two classes).
5. **Official scores of the GRE General Test:** Scores must be sent directly from the GRE testing service. Copies are not accepted. The GRE must have been taken within the last five years.

International Applicants

If you are not a United States citizen, your application must be evaluated and approved by the Ball State University Center for International Programs before the department can review your file. Contact the Center at 765-285-5422 (FAX 765-285-3710) for an application packet. **The Center prefers to receive applications by January 1st** so that there is plenty of time to review your application prior to the departmental deadline of January 31st. You must also submit the required departmental application materials listed above. **SEND ALL THE DEPARTMENTAL APPLICATION MATERIALS AND THE MATERIALS REQUIRED BY THE INTERNATIONAL CENTER DIRECTLY TO THE CENTER FOR INTERNATIONAL PROGRAMS -- NOT TO THE DEPARTMENT OR TO THE GRADUATE SCHOOL.**

BSU Center for International Programs deadline: January 1st

Application Deadlines

To be evaluated by the department, your application must be completed by the January 31st deadline. Application files that are not complete by the deadline will be ineligible for review. You will receive only one notice from the department regarding the status of your application materials. We strongly suggest that you contact the Department and the Graduate School before the deadline to check for missing materials. It is your responsibility to complete your file on time.

Graduate School deadline: January 15th (It is recommended that materials be submitted in Dec.)
Department deadline: January 31st

Application Review Process

When the Graduate School has determined that the university's minimum requirements have been met, the Department of Educational Psychology's Advanced Graduate Studies Committee proceeds with the review process. Each complete application packet is reviewed independently by each committee member. No one criterion is the sole basis of the admission's decision; rather, each faculty member is charged with assessing the degree to which the applicant will be able to complete the program successfully and be a credit to the profession. The appropriateness of the training program to an applicant's career goals is also evaluated.

After independent review, faculty members meet to reach admission decisions. Offers of admission are tendered to as many qualified applicants as there are positions in the program. A limited number of other qualified applicants are placed on an alternate list and are offered admission as openings become available. The program is committed to affirmative action and recognizes the need for diversity in the profession. Each student should receive notification of an admission decision and a statement of his/her admission status by April 15, typically.

Late applicants will be considered only in the rare case that program openings are still available.

Transfer of 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 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 (see *Appendix C*).

Attrition:

Our attrition rate, which is interpreted as the total percent of students who have exceeded the 7-year limit for matriculation or resigned from the Program was 7.5%. Of this number, 4.6% resigned in good standing and took positions as school psychologists for financial and/or personal reasons. In fact, although students in the past have been counseled into other programs, we have never failed to retain a student. The remainder of the students within the "attrition group" exceed or are about to exceed the seven year rule. All of these students have completed the program with the exception of the dissertation.

Program Requirements

Doctoral Committee

A student's doctoral committee should be established during the first or second semester of graduate work. Until the student's committee is appointed, the Director of the program acts as the student's program advisor (see *Appendix B* for a complete outline on the Program). If the student does not select his/her committee, the Director of the programs will recommend that the Dean of the

Graduate School appoint that student's committee, including an at-large member. The committee must consist of either four or five members, depending upon the student's program of study. If the degree program is structured to include one 24-hour cognate, then the committee will consist of four members: two from the student's major area (school psychology), one from the cognate field, and one member appointed by the Graduate School. The committee chairperson will represent the student's major area.

Credit Requirements

The doctoral program requires four academic years of full-time study or its equivalent beyond the Baccalaureate degree. Students must complete, including the dissertation, a minimum of 90 semester hours of graduate work beyond the bachelor's degree. A minimum of 72 semester hours is required -- exclusive of credit for internship and dissertation. This graduate requirement is also exclusive of undergraduate and remedial course work designed to remove admission deficiencies.

Doctoral students receiving assistantships are not permitted to take more than 12 semester hours of credit during any semester or 3 semester hours during any summer term, except as approved by the Department Chairperson, the student's Committee Chairperson, and the Dean of the Graduate school. See *Appendix B* for specific curricular requirements.

At least two consecutive semesters of graduate work beyond the master's degree must be taken in residence at Ball State. During the year of residence the student must complete a minimum of 15 semester hours of credit. Candidates must complete a minimum of 48 of the required 90 semester hours of graduate work on campus. Candidates who hold Master's degrees from Ball State may take up to 42 of the 90 semester hours of graduate work at other approved institutions of higher learning with permission of their committees and the Graduate School.

Usually during the year of residence for doctoral candidates, the only employment assignment will be their doctoral assistantships. The assistantship assignment is determined by the Department Chairperson. Graduate assistants ordinarily should not accept outside employment. If a limited amount of outside employment is deemed advisable, such employment must be approved by the Department Chairperson. If such additional employment is at Ball State, the approval of the Dean of the Graduate School is also necessary. *Appendix A* provides the "Major Formation of Courses" that must be completed.

Practicum

Practicum training has been carefully designed to provide students a wide range of experiences with children of diverse abilities, ethnicities, and backgrounds. There are many opportunities for students to demonstrate their skills and competencies in such areas as assessment, intervention, counseling, consultation and research. Emphasis is placed on students' acquisition of professional dispositions and the development of working partnerships with teachers and parents to facilitate educational progress and change.

Practicum experiences coincide with overall development in other curricular areas. Learners are encouraged to reevaluate their individual philosophies of education and their attitudes toward and expectations of School Psychology throughout their graduate careers. Although students start practicum at various levels of development, continuous progress is expected and evaluation checkpoints are necessary.

At the present time, the total **minimum number of clock hours** required of all Ph.D. students is 500. These hours are in addition to hours required for individual testing courses such as EDPSY 651 and EDPSY 653. Of the 500 hours, at least 200 hours must involve direct service and 100 hours must be met under formally scheduled supervision. No student will receive a grade for practicum or start internship until he/she has: 1) completed an exit interview with his/her practicum supervisor and 2) been judged competent to proceed based on the final evaluation.

Students are expected to be involved in practicum experiences from very early in their program. The sequence of experiences has been carefully planned to provide a systematic orientation to the practice of School Psychology. Specific practicum activities may take place in the Psychoeducational, Diagnosis, and Intervention Clinic (PDIC), in other university clinics, in the public schools and in other educational settings separate from the university. Practicum sites are chosen by the Practicum Coordinator in conjunction with suggestions and monitoring of the School Psychology Core Committee.

Described below is the **typical sequence for practicum**.

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 hours and EDPSY 688; 1 hour) during their second year on campus. They must obtain permission from the practicum director before enrolling for credit

Although students are encouraged to begin fulfilling the requirements for practicum early in their program, they are also encouraged to view practicum as an ongoing preparation for independent practice. Therefore, graduates are instructed to engage in practicum-like activities throughout their graduate program. More specific information and course descriptions are available in the *Practicum Manual for School Psychology Programs*.

For a minimum of two semesters, students are required to attend weekly **practicum seminars** planned by the Practicum Coordinator and supervisors. These weekly meetings allow for specific coverage of relevant topics as well as a forum for students to share and discuss their various experiences. Students who have officially completed practicum are encouraged to attend these meetings during their on-campus residency, which is typically the second year in the program. A full outline of the Practicum and measures of assessment may be found in the Practicum Manual for School Psychology Programs (see Program Website).

Practicum experiences are modified periodically to reflect ongoing changes in program requirements. Faculty supervisors and trainees will discuss each student's prior experiences, and expectations may be modified/tailored to reflect individual needs and skills of the student prior to enrollment in the program. However, no actual hours will be credited toward the completion of the minimum number of practicum hours other than those documented by prior course work and approved by the Program Director(s).

All practicum experiences are under the supervision of university faculty, practicum supervisors, and/or professional psychologists who may not be associated with the university. However, in all cases supervisors are Licensed Psychologists and/or Licensed School Psychologists.

Development of a Portfolio

Throughout the program, students are required to develop a portfolio. This portfolio provides a systematic and organized collection of evidence concerning a student's professional competencies and personal growth and professional development. The goal of the portfolio is for students to develop a means for purposeful self-appraisal that can be used during their careers in School Psychology. The portfolios provide a collection of work that show a student's efforts, progress, and achievement in specified areas.

The portfolio is not intended to replace graded assessment. Rather, it is a collection of artifacts that are linked to rationale and reflective statements. Although artifacts may include assignments that have already been evaluated in a particular class, individual artifacts will not be assessed within the portfolio.

Instead, this format provides opportunities for students to connect field and classroom experiences and to reflect on personal interpretations and judgments in a way not possible in most classroom-based assessments.

A portfolio is not simply a “product” to show to a potential employer that describes one’s accomplishments -- rather it is also a vehicle for reflection. The portfolio is essential to the self-study process in that it is a measure of a student’s development of self-evaluation skills, his/her ability to document acquired competencies and monitor areas of academic and professional development.

Guidelines and structure for the portfolio are included in the “Rating of Overall Portfolio” found in *Practicum Handbook*. This **summary assessment** of portfolios is used to evaluate the degree to which first and second year students are able to demonstrate proficiency in the skills necessary to organize a professional portfolio. Elements include examples of psychological evaluations, indirect and direct intervention cases, analysis of an ethical/legal dilemma, an in-service presentation, a quality research paper, a review of professional literature related to an area of specialization, curriculum vita and other products related to their professional preparation. The Core Committee evaluates each product based on the materials used, writing ability, content and appearance and integrates this information with other individual strengths, weaknesses and overall progress identified in the Annual Student Review.

Development of Professional Disposition

Professional disposition is an important component of practice in School Psychology. The School Psychology program at Ball State affirms that it is our responsibility to articulate and demonstrate the personal dispositions we expect of our students. Students are expected to acquire, nurture, and maintain a professional disposition during their programs of study and throughout their professional careers. To this end, the definition of professional dispositions embraced by the program includes personality features, as well as beliefs and values that influence the student’s behavior and relationships in professional settings. Clearly, long-standing patterns of behavior impact the student’s professional demeanor. These involve, but are not limited to, being cooperative, flexible, patient, and empathetic. Psychologists with positive dispositions are self-assured, confident, and openly honest. Although difficult to evaluate, these behaviors are most often demonstrated through one’s actions and the quality of interactions with colleagues, supervisors, patients, families and supervisees. Opportunities to develop these behaviors are embedded in our courses, practica, and internships. In clinical settings, professional disposition is seen in a student’s flexibility and willingness to adjust assessment and

intervention strategies to the needs, interests, and diverse backgrounds of the client.

Student attitudes essential for lifelong learning, scholarly inquiry, and professional problem-solving as psychologists are continually reinforced throughout the doctoral program. Faculty encourage and provide continual opportunities for students to participate in professional activities outside of the classroom context, including opportunities to participate in collaborative and/or faculty-supervised independent research, practicum experiences, service activities, and presentations at professional conferences (e.g., the American Psychological Association).

Comprehensive Examination

Each student must complete a two-part Comprehensive Examination process. Part I involves achieving a minimum score of 660 or the currently approved passing score on the **NTE Specialty Examination in School Psychology**, administered by ETS. This test may be taken at any time during doctoral training or up to five years before entering the program. However, the NTE must be passed in order to complete the two-part examination process.

The Specialty Examination must be passed before taking or scheduling Part II. Part II of the examination process is a **written examination** developed by members of the student's doctoral committee. Before scheduling Part II, committees will consult with their students to determine the content to be covered in this written portion of the comprehensive examination procedure. The content of this examination will be guided by each student's program and career objectives. Generally, Part II of the comprehensive examination process will be completed at the time students complete their course work. Although the actual written product will be determined by the student's committee, an **oral examination** must occur within three weeks (exclusive of vacation periods) of the written portion of this part of the examination.

Upon the satisfactory completion of Parts I and II of the comprehensive examination, students will be approved as candidates for the doctoral degree and certified for Internship.

Internship

Students must have successfully completed all practicum requirements, preliminary examinations, and have their doctoral dissertation proposal approved prior to accepting an internship. An exit interview with the Practicum Coordinator and recommendation that the student is ready for internship are also required.

During the past seven years all of our students completed paid internships. Intern sites for Ph.D. students are selected and maintained on the basis of their capacity to offer the most comprehensive repertoire of experiences within the allotted time period. Each site is expected to meet the requirements necessary for licensure as a Psychologist/Health Service Provider. Further, the site should allow trainees to develop new knowledge and skills and to take substantial responsibility for carrying out major professional functions with appropriate supervisory support and consistent with ethical and legal practices.

Primary considerations in the selection and maintenance of intern sites include the availability for contact with a doctoral-level psychologist for supervision, access to a cross section of clients/students (based on age, ethnicity, exceptionality), contact with a variety of community agencies, provision of a full range of special education services for persons with disabilities as well as regular education programming.

APPIC and APA approved internships are emphasized. Over the last 3 years the majority of students have completed an APPIC and/or an APA approved internship. If a student has not pursued an APA or APPIC approved internship, students still complete internships that meet the same requirements in terms of hours, supervision, and length. **Further, all interns must complete at least 600 hours of their internship in a school setting.**

In addition to the many traditional internship placements for School Psychologists, there are other opportunities available. For example, the Ball State Neuropsychology Laboratory offers an internship program with a special emphasis on neuropsychological assessment and evaluation and consists of experience in a number of settings including Methodist Hospital, St. Vincent Medical Center, Ball Memorial Hospital, the Ball State Neuropsychology Laboratory, and the local school systems.

Each field training experience is meant to provide appropriate preparation for subsequent experiences. Movement from one level to the next in our model is directional and hierarchical. Experiential learning proceeds from the more elementary aspects of practice to the more complex and integrated. Across the field training experiences, students develop into more independent practitioners in psychology. The primary goal of field training is to insure appropriate and sufficient professionally applied experiences to promote students' integration of theoretical knowledge and practical skills into effective professional practice and contribution to practice.

Interns will have to provide 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.

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 that state and has agreed to fulfill the responsibilities otherwise assumed by the BSU supervisor. A written agreement must be approved by the Coordinator of Internships 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.

Student Academic Progress Review

School psychology faculty meet annually to review all students enrolled in the programs. Core Committee members review portfolio evaluations as well as information from field-base supervisors and departmental faculty concerning performance and professional work characteristics in contexts related to field placements and assistantships.

Successful completion of the Ph.D. Program in School Psychology is based on students demonstrating academic, professional, and personal effectiveness related to professional objectives. Specifically, students are evaluated on their competencies in assessment, consultation, intervention, and prevention across their course work, clinic- and field-based practica and internships.

Development of these competencies and dispositions evolve 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.

Ph.D. students must maintain a cumulative grade point average of at least 3.2 after completing 9 hours of study for courses taken toward the doctoral degree. All students enrolled in the program are **reviewed annually** by the school psychology faculty. Students are provided with information on their progress and identified strengths and weaknesses.

Students demonstrate program competencies by successfully completing **decision point criteria** as outlined in the Performance Based Assessment Plan. The faculty offer recommendations on the student's continuation in the program and may include remedial programming if necessary. Complete procedures are available in the Student Review and Retention Policy of the School Psychology programs.

Dissertation

The general supervision of the dissertation will be the responsibility of each student's committee chairperson. Whenever needed, members of the committee will advise candidates about the dissertation. All dissertation topics must have the potential to contribute to the field of psychology.

The comprehensive written and oral examinations must be passed and the dissertation topic approved by the committee before students enroll for Dissertation (DISS 799) or Internship.

Final Examination

Each candidate takes a final oral examination covering the dissertation. The oral examination will be administered by his/her committee. When the final oral examination is passed, the student will be recommended to receive the formal degree. Candidates must complete all degree requirements at least two weeks before the end of the semester or term in which they plan to graduate.

Faculty

The program is committed to preparing school psychologists who integrate theory, research, and practice in their implementation and evaluation of psychological services and in their production of applied research. The Program faculty, through their unique perspectives and experiences, create a learning environment that encourages students to experiment with different theoretical perspectives and approaches to research. Faculty pursuits reflect a range of interests, including neuropsychology, measurement, statistics, preschool assessment, developmental disabilities, learning disabilities, and school retention. Following the scientist-practitioner model, each of the faculty members takes an eclectic perspective. Furthermore, all of the faculty have extensive and varied applied experiences. All Core Faculty have been and continue to be involved in providing direct psychological services, consultation, and research with an applied focus.

Professional and Research Interests of School Psychology Faculty

Core Faculty

Andrew S. Davis, Ph.D., HSPP
University of Northern Colorado (2003)
Assistant Professor of Psychology-Educational Psychology
Clinical Intern Supervisor
Neuropsychological Assessment for Intervention

Raymond S. Dean, Ph.D., ABPP
Arizona State University (1978)
George and Frances Ball Distinguished Professor
Doctoral Program Director
Neuropsychology Prediction, Parental Complications, CHC
Functional Neuropsychology of cognitive learning, Psychopathology

David McIntosh, Ph.D., ABPP
Ball State University (1990)
Meeks Distinguished Professor
Director, Psychoeducational, Diagnosis, and Intervention Clinic
Identification, Assessment and Treatment of Autism, Psychological Assessment

Alan Maugherman, Ph.D., HSPP
Ball State University (1999)
Assistant Professor of Psychology-Educational Psychology
Psychopathology and Treatment of Adolescents.

Kenneth McCoy, Ph.D., HSPP
Ball State University (1993)
Assistant Professor of Psychology-Educational
Child Psychopathology and Neuropsychology.

Eric Eugene Pierson, Ph.D.
Illinois State University (2007)
Assistant Professor of Psychology-Educational Psychology
Director, Practicum Studies

Automatic Processing in Individual's Understanding, Use of Statistics by Consumers of Science, Hope and Thriving Indicators in Adolescence Crisis, and Suicide Prevention

Barbara A. Rothlisberg, Ph.D.
University of Wisconsin (1982)
Professor of Psychology-Educational Psychology
Director, M.A./Ed.S. Programs in School Psychology
School Psychology, Individual Cognitive Assessment, Learning Disabilities, Reading Disabilities, and School Factors Related to Academic Success

Support Faculty

Jerrell Cassady, Ph.D.
Purdue University (1999)
Associate Professor of Psychology-Educational Psychology
Learning and Memory, Test Anxiety, Program Evaluation, and Educational Technology

Kendall Cotton Bronk, Ph.D.
Stanford University (2005)
Assistant Professor of Psychology-Educational Psychology
Adolescent Positive Youth Development

Tracy Cross, Ph.D.
University of Tennessee (1988)
George and Frances Ball Distinguished Professor of Gifted Studies
Associate Dean of Graduate Studies, Teachers College
Psychology of Gifted Education

Felicia Dixon, Ph.D.
Purdue University (1996)
Professor of Psychology-Educational
Gifted Education, Critical Thinking and Cognition

Kathryn L. Fletcher, Ph.D.
University of Alabama at Birmingham (1995)
Associate Professor of Psychology-Educational Psychology
Cognitive Development and Exceptional Children

Sandra Heller, Ph.D.
Indianapolis University (2005)
Assistant Professor of Psychology-Educational Psychology
Psychology of Higher Education and Psychology of Older Adolescents

Lisa F. Huffman, Ph.D.
University of Alabama at Birmingham (1998)
Department Chair and Associate Professor of Psychology
Child Development, Cognitive Development, Cognitive and Social Influences
on Memory, and Memory and Problem Solving Strategies

Gregory Marchant, Ph.D.
Northwestern University (1988)
Professor of Psychology-Educational Psychology
Teacher Cognition, Teaching-Learning Processes and Student Motivation

Kristie Speirs Neumeister, Ph.D.
University of Georgia (2002)
Assistant Professor of Psychology-Educational Psychology
Gifted Child Development

Wilfridah Mucherah, Ph.D.
University of Maryland (1999)
Assistant Professor of Psychology-Educational Psychology
Human Development, Academic Motivation and Resilience of Minority Youth,
Technology and Learning Environments

Sharon Paulson, Ph.D.
Virginia Commonwealth University (1991)
Professor of Psychology-Educational Psychology
Adolescent Development, Relations of Family Factors and Academic
Achievement, and High Stakes Testing and Accountability

References

American Psychological Association (2005). *Guidelines and principles for accreditation of programs in professional psychology and accreditation operating procedures*. Washington, DC: Author.

American Psychological Association (2002). Ethical principles of psychologists and code of conduct, *American Psychologist*, 47, 1597-1628.

National Association of School Psychologists (2000a). *Standards for training and field placement programs in school psychology*. Bethesda, MD: National Association of School Psychologists.

National Association of School Psychologists (2000b). *Professional conduct manual*. Bethesda, MD: National Association of School Psychologists.

Appendix A

MAJOR CURRICULUM FORMATIONS

Scientific Psychology

The program provides a clear and coherent curriculum plan that offers instruction which allows students to gain a full understanding of the breadth of scientific psychology, history of thought and development, research methods, and its applications. The students are exposed to the current body of knowledge in at least the following areas: biological aspects of behavior; cognitive and affective aspects of behavior; social aspects of behavior; history and systems of psychology; psychological measurement; research methodology; and techniques of data analysis. The following course work is required which emphasizes more scientific elements psychology.

Human Development (3 hours required)

Course #	Title	Hours
EDPSY 603	Psychology of Human Development	3
EDPSY 627	Child Development	3
EDPSY 628	Adolescent Development	3

Biological aspects of behavior (3 hours required)

Course Number	Title	Hours
EDPSY 652	Introduction to Neuropsychology	3

Cognitive and affective aspects of behavior (3 hours required)

Course #	Title	Hours
EDPSY 600	Advanced Educational Psychology	3
EDPSY 765	Theories of Learning	3
EDPSY 768	Theories of Cognitive Development	3

Social aspects of behavior (3 hours required)

Course #	Title	Hours
SOPSY 610	Social Psychology	3
SOPSY 615	Social Cognition	3
SOPSY 620	Group Dynamics	3
SOPSY 640	Social Psychology of Attitudes	3
SOPSY 655	Counseling Applications of Social Psychology	3
SOPSY 660	Contemporary Social Psychology	3
CPSY 688	Process and Techniques of Group Counseling	3

History and systems of psychology (3 hours required)

Course #	Title	Hours
PSYSC 691	History and Systems of Psychology	3

Psychometrics (3 hours required)

Course #	Title	Hours
EDPSY 646	Tests and Measurements	3
EDPSY 746	Theory of Measurement	3

Research methodology (6 hours required)

Course #	Title	Hours
EDPSY 640	Methodology of Educational and Psychological Research	3
ID 705	Research Colloquium	3

Techniques of data analysis (12 hours required)

Course #	Title	Hours
EDPSY 641	Statistical Methods in Educational and Psychological Research	3
EDPSY 642	Intermediate Statistics	3
EDPSY 740	Computer Analysis of Educational and Psychological Data	3
EDPSY 741	Applied Regression Analysis for the Social Sciences	3

Students are also responsible for presenting a dissertation on some problem relevant to the field of school psychology. The dissertation may be a mature and expert organization and evaluation of existing knowledge and its application to school

psychology or it may be an original contribution to new knowledge.

Dissertation (10 hours required)

Course #	Title	Hours
DISS 799	Doctoral Dissertation	10

Research Activity

Each student must meet the Research Activity requirement before graduation in one of the following ways:

- 1) present to the Program Director a copy of an article prepared in publishable format done either as a solo effort or in conjunction with any EDPSY faculty member, or
- 2) present to the Program Director a copy of a manuscript co-written with an EDPSY faculty member to be submitted for possible presentation at a state, regional, or national convention.

Ultimately, students will be required to demonstrate their ability to integrate current research findings with elements of appropriate and ethical practice and to communicate effectively with students, parents, and colleagues in the field. Although practicum and/or internship, course work, and research are separated at times during professional preparation, it is recognized that this is an artificial distinction and that these areas must be integrated in practice before a student is ready to be certified as a (School) Psychologist.

Administrative Professional Practice

With professional knowledge and experience in the schools, the graduate integrates ethics, standards of practice, and law within a rather unique social setting. Courses in general education provide the student with an understanding of both the administrative and pedagogy elements necessary in more fully appreciating the situational aspects of practice in the schools. So too, this group of competencies includes instruction and inculcates methods of supervision on sight with faculty as the advanced graduate proceeds in his/her own supervision and practice. Professional relationships are fostered in the school and general clinical setting. The practicing psychologist is a role to be played to increase the graduate's effectiveness. Law and ethics are stressed and a standardized test is administered to the student during practicum. As part of the scientist-practitioner model, students are required to take courses involving ethics and law as outlined by APA and NASP. Students' professional behavior is expected to conform to the ethical principles of psychologists and code of conduct outlined by the American Psychological Association.

Foundations of School Psychology (6 hours required)

Course #	Title	Hours
EDPSY 687	Pre-Practicum: Introduction to School Psychology	3
EDPSY 750	Seminar in School Psychology	3

These two courses focus extensively on ethics and the law in School Psychology.

Educational foundations and related areas (3 hours in each category)

a. Reading

Course #	Title	Hours
EDRDG 610	The Teaching of Reading in the Elementary School	3
or		
EDRDG 620	Methods and Materials in the Improvement of Secondary Reading	3
or		
EDRDG 632	Applications of Reading Assessment to School Psychology	3
or		
EDRDG 640	Issues in the Teaching of Reading	3
or		
EDRDG 680	Classroom Reading Diagnosis	3
or		
EDPSY 669	Concepts in Developmental Neuropsycholinguistics	3

b. Curriculum

Course #	Title	Hours
EDCUR 610	Elementary School Curriculum	3
or		
EDCUR 620	Secondary School Curriculum	3
or		
EDUCR 630	Junior High and Middle School Curriculum	3

Psychological Evaluation

The program prepares the graduates for use of a wide range of standardized psychological measures which allow data-based clinical decisions. The graduate is taught to administer, interpret, and make decisions using a wide range of objective and clinical psychological measures in an effort to answer specific questions and solve problems, always considering the interaction of human diversity and individual differences. This includes extensive objective interviews, mental status examinations, and clinical assessment of diversity and situational factors.

Students in the School Psychology program are required to demonstrate competence in the identification, diagnosis, and treatment of children, adolescents, and adults with clinical and educational problems. Students not only receive formal course work in this area but also must demonstrate competencies in field training experiences, in which they

must produce, and are graded on, a number of clinical products. To address the diagnostic/assessment and intervention elements of training, courses in psychological assessment and measurement and formulation and implementation of intervention strategies (including training in empirically supported procedures) are provided. Writing reports, communicating results, and linking intervention to assessment findings are emphasized. As the graduate becomes experienced, he/she is asked to provide supervisory assistance to newer practicum students.

Theories and methods of assessment and diagnosis (12 hours required)

Course #	Title	Hours
EDPSY 653	Individual Cognitive Assessment	3
EDPSY 651	Personality Assessment of Children and Adolescents	3
EDPSY 745	Diagnosis of Learning Disorders	3
or		
SPCED 600	Education of Exceptional Children	3

Multicultural (3 hours required)

Course #	Title	Hours
EDMUL 660	Multi-Cultural and Multi-Ethnic Education in American Schools	3
or		
EDMUL 670	Social and Cultural Minorities in American Education	3
or		

EDEL 644	Education in a Diverse Society	3
or		
EDFON 651	Educational Sociology	3
or		
CPSY 678	Counseling for the Culturally Different	3

Individual differences in behavior (6 hours required)

Course #	Title	Hours
EDPSY 720	Contemporary Models of Psychological Development	3
CPSY 631	Introduction to the Study of Personality	3
or		
PSYSC 623	Theories of Personality	3

Dysfunctional behavior or psychopathology (3 hours required)

Course #	Title	Hours
PSYSC 632	Abnormal Psychology	3
CPSY 636	Psychopathology	3

Indirect Intervention

The psychologist-in-training is provided with formal course work and practicum experience in indirect intervention at the individual, group and school levels. This may involve expert, process or triadic approaches to consultation, while some service may be more consistent with the trait assessment

model or workshops and in-service presentations. These may amount to instructional interventions, consideration of family systems, and/or providing preventative or secondary intervention. These methods involve an understanding of individual differences as a basis for psychological intervention. Seven semester hours of Practicum are required prior to enrolling in internship. A minimum of 500 clock hours is required in order to complete all practica. The following is a prescribed sequence of Practicum experiences:

Practicum (10 hours required)

Course #	Title	Hours
EDPSY 687	Pre-Practicum (first year students)	1
EDPSY 688	Practicum in Consultation (second or third-year students)	3
EDPSY 689	Practicum in School Psychology (second or third-year Students)	3

Additional credit hours in practicum may be taken with the approval of the practicum Director(s).

Direct Intervention

Often assessment results lead the psychologist-in-training to develop and provide specific intervention addressing the client's/patient's needs in areas of cognition, achievement, emotions, behavior or any combination thereof. Special focus is placed in practicum training on how, or if, diversity in social, physical, ethnic, gender-related characteristics may be interacting with aberrant behaviors or psychopathology. To

address the diagnostic/assessment and intervention elements of training, courses in psychological assessment and formulation and implementation of intervention strategies are provided. This intervention includes, but is not limited to, behavior analysis, counseling, clinical intervention, and family evaluation.

Intervention and consultation (8 hours required)

Course #	Title	Hours
EDPSY 612	Psychological Consultation	2
EDPSY 606	Behavior Analysis in Education	3
or		
EDPSY 775	Behavioral Assessment and Intervention for School Personnel	3
CPSY 621	Theories and Techniques of Counseling	3
or		
CPSY 688	Process and Techniques of Group Counseling	3
EDPSY 791	Doctoral Internship in School Psychology	2
EDPSY 792	Advanced Doctoral Internship in School Psychology	2

A total of 1440 clock hours of relevant experience are required.

Specialization

As discussed above, at Ball State, a “cognate” is a required area of specialty or concentration in the student’s doctoral program. A cognate may be chosen from a number of areas, but competencies should be considered in closely related fields. The Department of Educational Psychology has a number of cognates, which include clinical Neuropsychology, developmental psychology, and research methodology and statistics. Other frequent cognates are those in counseling psychology, clinical psychology, social psychology, sociology, and special education. Flexibility is allowed in the development of skills and knowledge within the candidate’s interest area(s). Candidates may choose to complete one cognate field, consisting of a minimum of 24 semester hours of graduate work. Two minor specialty or cognate fields of study, each consisting of a minimum of 15 semester hours of graduate work, may be elected. A faculty member from that area of specialty supervises the choice of courses and sits as a member of the student’s doctoral committee.

Appendix B

Doctoral Guidelines

Introduction

The following Guidelines are intended to serve an aid for Doctoral students and Doctoral Committee Members in the discharge of their responsibilities. If studied and followed with reasonable consistency, they should contribute to the security of the Chairperson, the Committee, and the Student, as well as to that of persons in administrative positions. In addition, the Guidelines are intended to unify doctoral programs in the Teachers College and establish procedures that are predictable.

Although these Guidelines conform to current policies and desirable practice, they are subject to modification by appropriate action and additional experience. Their evaluation should be a constant concern of all Staff and Students affected by them.

The section of the Graduate Catalog pertaining to regulations and requirements for doctoral programs and degrees should be studied. Any pertinent changes in university policies will be included in the latest issue of the Graduate Catalog.

INITIAL ENROLLMENT FOR COURSEWORK

The department's Program Director (or designated faculty member) approves enrollments in courses prior to the establishment of a Committee Chairperson.

SELECTION OF A COMMITTEE

In consultation with the Student, the Doctoral Committee determines the Student's plan of study and guides the Student's dissertation. Upon recommendation of the Departmental Program Director, the dean of the Graduate School appoints the Student's Committee. The Committee consists of either four or five members, depending on the Student's program of study. An at-large member must be from outside the college and may be appointed by the dean of the Graduate School.

- 1) After consultation with the Student, the Program Director recommends a Committee Chairperson selected from the Group 1 graduate faculty of the department offering the major field of study (see listing of Group 1 graduate faculty who are approved for directing dissertations and for serving on doctoral committees at the end of this document).
- 2) After consultation, the Program Director and/or the Student obtain(s) agreement of a faculty member to serve as Chairperson.
- 3) Program Director sends a letter recommending the doctoral committee chairperson to the Student and the faculty member involved.
- 4) Program Director forwards to the Chairperson a file containing:

- a. Copies of transcripts.
 - b. Copies of all pertinent correspondence.
 - c. Copies of any restrictions or deviations approved at the time of or following admission to the program.
- 5) Chairperson and Student, in consultation with Program Director:
- a. Agree on a cognate or cognates to support the major.
 - b. Discuss potential Committee Members to represent the cognate area(s).
- 6) Student and/or Chairperson gain(s) consent from the person(s) recommended to represent the cognate(s). (Student reports results to the Chairperson.)
- 7) Student (after consultation with the Chairperson and the Program Director):
- a. Selects a second committee member in the major field.
 - b. Obtains agreement to serve.
 - c. Reports to the Chairperson.
- 8) Student and/or Chairperson completes Form A, RECOMMENDATION FOR ASSIGNMENTS TO DOCTORAL COMMITTEE, and submits it to the Program Director upon completion of the selection of Committee Members representing major and cognate areas. A specific recommendation for an institutional representative may be included or the dean of the Graduate School will recommend one.

9) Program Director signs and transmits Form A to the dean of the Graduate School.

10) Dean of the Graduate School:

- a. Appoints an institutional representative to the Committee.
- b. Approves the final committee assignments.
- c. Sends a letter of appointment to each Committee Member, the Program Director, the Department Chairperson of the major and of each cognate, and the Student.

PROGRAM OF STUDY

1) The Doctoral Committee:

- a) Meets with the Student to review the proposed program in the major area and cognate(s).
- b) Approves a program identifying required courses.
- c) Approves a tentative timetable leading to completion of the program.

Required Courses

All Doctoral Students in Teachers College must complete:

- i. EDPSY 640, Methodology of Educational and Psychological Research (3), or its equivalent. This course is a prerequisite for all doctoral students. Students who enter a doctoral program without this credit must meet the requirement as a deficiency rather than as a part

of the regular program. Equivalent courses shall be determined by the doctoral committee.

- ii. EDPSY 641, Statistical Methods in Educational and Psychological Research (3).
- iii. Either EDPSY 642, Intermediate Statistics, or another course from among qualitative and quantitative options (3).
- iv. ID 705, Research Colloquium (2).
- v. One course in humanistic studies and one course in behavior studies selected from a program approved list of alternatives (“program” refers to individual doctoral program). This list is available from the department’s doctoral program director.
- vi. DISS 799 (10 sem. hours), Doctoral Dissertation. Students may register for one to ten hours credit for any given semester. To be eligible to enroll for DISS 799, the doctoral student must have been admitted to candidacy (completed the comprehensive examinations and have a dissertation proposal approved.)

Doctoral students in NCATE-accredited programs who have not had a graduate level multicultural course, are required to take one of the following: CPSY 678; EDMUL 660, 670; EDEL 644; EDFON 651; or SOC 521.

Research Competency

- i. The Student familiarizes himself or herself with requirements and procedures for satisfying research competency for the doctoral degree, as stated in the Graduate Catalog.
- ii. The Student and his or her Committee consult on the relationships between research competency and the Student's professional plans and his or her dissertation topic.
- iii. The Committee selects the required tools of research and designates them on the Student's program of study, along with a plan for demonstrating competency (by identifying courses to be completed or by other means).

2. The Student:

- a. Plans a program for the major with the Chairperson, the Committee Member for the major area, and the Program Director. The major must consist of at least 40-semester hours of graduate coursework.
- b. Plans a program to meet 15- or 24-hour requirements with the Committee representative for each cognate area.

- c. Provides the Chairperson with cognate area program plans.
- d. Develops with the Chairperson a total program incorporating all recommendations and noting items to be brought to the attention of the total Committee.
- e. Arranges with the Chairperson and Committee Members for a meeting of the Doctoral Committee.
- f. Provides Committee Members with a copy of the proposed program of study prior to the Committee meeting. The proposed program includes:
 - 1. All coursework completed and proposed beyond the baccalaureate.
 - 2. A tentative timetable for various steps leading toward the degree.
 - 3. A tentative schedule of classes.
- g. Discusses the schedule with the Committee chairperson prior to the time of each registration.
- h. Gains approval for any substitution(s) on the approved course of study by the Chairperson (or the concerned cognate representative) and the Program Director.

3. Committee Chairperson and/or Student:

a. Prepare(s) a DOCTORAL DEGREE CHECK SHEET (see Form 2) incorporating recommendations from the Committee Meeting and submit(s) it for signatures of Committee Members and the approval of the Program Director.

Substitutions and deletions in the DOCTORAL DEGREE CHECK SHEET need to be approved by the Program Director.

b. Prepare(s) a PLAN FOR COMPLETION OF DOCTORAL PROGRAM (see Form 3) incorporating recommendations from the Committee meeting so as to reflect a tentative schedule of classes to include all requirements for the entire program.

4. Chairperson schedules Committee meetings as deemed necessary to approve program changes or to keep the Committee informed of the Student's progress.

5. Program Director:

a. Gives final approval for the Student's total program.

b. Reviews and authorizes any substitutions in the Student's program.

c. Establishes and maintains the original documents in the Student's file. The file will contain transcripts, the program of studies, copies of the comprehensive

examinations and the Student's responses, basic correspondence, and other pertinent material designated by the Program Director.

ADVANCED GRADUATE STATUS

Student completes the APPROVAL FORM, ADVANCED GRADUATE STATUS FOR THE DOCTORAL DEGREE (see Form 4) as soon as he/she has completed 12 or more semester hours of graduate work beyond the master's degree, has an approved Doctoral Degree Check Sheet on file in the Graduate School, and has satisfied requirements stated in the Graduate Catalog.

COMPREHENSIVE EXAMINATIONS

1. Committee and the Student decide on the appropriate semester for the comprehensive examinations (at the end of or near the end of all coursework). Doctoral examinations are scheduled in the Teachers College each semester. If the Committee feels that the examinations should be taken at a time different from the regular schedule, this may be so designated and arrangements made with the Program Director.

2. Chairperson schedules written comprehensive examinations so that:

a. The written examinations will be taken during one week.

- b. At least eight hours are reserved for the major area. At least four of the eight hours should be composed of a common set of departmentally written and approved questions covering core requirements.
 - c. Four hours are reserved for each 15-hour cognate and six hours for a 24-hour cognate.
- 3. Committee Members representing the major area prepare the non-core portion of the major examination. (Consultation with other faculty members in the area is permissible.)
- 4. A departmental doctoral comprehensive examination committee will prepare and evaluate the core examination. This core will be prepared by at least four Group 1 graduate faculty members.
- 5. The cognate area representative(s) prepare(s) and evaluate(s) the examination for that cognate. (Consultation with other faculty members in the area(s) is permissible.)
- 6. Non-core examination responses must be evaluated by Committee Members who prepared the examination. (Consultation with other faculty members in the area(s) is permissible.)
- 7. Chairperson collects examination papers for the major and cognate(s) and makes them available to Committee Members so that each may read the total examination.

8. Chairperson calls a meeting of the Committee with the Student not present (this may occur immediately prior to the oral portion of the examination) to:
 - a. Discuss the examination responses, individually and as a whole.
 - b. Agree on evaluation of the Student's performance on written examinations.
 - c. Agree on areas to be emphasized in the oral examination if written examinations warrant completion of the comprehensives.
9. Chairperson and/or Student schedule(s) the oral portion of the comprehensive examination within three weeks (exclusive of vacation periods) after the written portion has been completed.
10. Committee agrees, in private session subsequent to completion of the oral examination, on results of the comprehensive examinations. If two or more Committee Members dissent, the Student fails the examination and it must be repeated.

Alternately, the Committee may vote a partial pass while requiring portions of the examination to be repeated. Students who receive a partial pass will be re-examined by the Committee, after at least one semester has elapsed, on those portions of the examination which were unsatisfactory.

Alternately, the Committee may designate some other means of demonstrating competence in the unsatisfactory area(s) of the examination. If the Student fails the partial re-examination, he or she will receive a fail for the entire examination.

Within seven days, the decision of the Committee is communicated to the dean of the Graduate School by filing STATUS OF PRELIMINARY WRITTEN AND ORAL EXAMINATIONS (see Form 6). On this form, the Chairperson indicates whether or not the Student passed. In the event a Student fails the comprehensive examination or any portion of it, the Chairperson must specify on the Appendix E form the time allowed before the next exam, the area or areas in which further examination(s) is/are required, any additional coursework needed, or other procedures that are required. A Student who fails to pass the second examination is ineligible to continue and is dismissed from the doctoral program.

11. Chairperson schedules any re-examination(s) required in accordance with procedures outlined for the original examination.
12. Chairperson files in the Student's folder, the original of all of the Student's written examination questions and responses. This file is housed in the office of the Program Director.

DISSERTATION PROPOSAL

1. Chairperson:

- a. Encourages the Student to begin to explore dissertation topics early in his/her program.
- b. Attends, if possible, the Student's trial proposal presentation in the research colloquium (if one is given).
- c. Continually evaluates readiness and potential of the Student to do independent research.

2. Student:

- a. Explores dissertation topics throughout the coursework phase of his/her program.
- b. Schedules research design and statistics courses as early as possible to aid in developing a dissertation proposal.
- c. Narrows alternatives during investigation, preparation, and presentation of the trial proposal in the research colloquium (normally taken during the first year of residency).

3. Student and the Chairperson work together to select the topic area for the dissertation. This should precede the comprehensive examinations.

4. Student begins to develop specifics of the dissertation

topic and to prepare the preliminary draft of the proposal, while testing ideas individually with Committee Members and discussing plans and progress with them.

5. Student, working with the Chairperson, develops a draft proposal for a dissertation.
6. When the Student, in the judgment of the Committee, has progressed to a satisfactory point in the program (after comprehensive examinations):
 - a. The Student, with the approval of the Chairperson, distributes copies of a draft dissertation proposal to each member of the Committee a minimum of two weeks prior to the date of consideration.
 - b. The Chairperson calls a Committee meeting for formal presentation of the draft proposal by Student.
 - c. The Student, after this presentation, prepares a refined draft of the preliminary proposal, if one is needed, or begins to develop a new proposal, if the Committee so recommends. (In developing a new proposal, the Student starts again at item 1 under DISSERTATION PROPOSAL and proceeds through the procedure outlined.)
7. The Chairperson and the Student secure clearances from appropriate review bodies related to “research on human subjects,” if the proposed research requires such clearance. See Suggested Dissertation Outline.

8. The Chairperson, after the Student has prepared and presented a dissertation proposal acceptable to the Committee, secures signatures of Committee Members showing approval of the proposal. Appropriate information is centered on the APPROVAL FORM FOR DISSERTATION PROPOSAL AND ADMISSION TO CANDIDACY FOR THE DOCTORAL DEGREE (see Form 7).

9. The Chairperson, in consultation with the Student:
 - a. Selects a Committee Member to serve as Director of the Dissertation. (Usually the Chairperson of the Committee serves in this capacity.) If the Chairperson of the Committee has lost Group 1 status, then he/she may continue as director of the dissertation only through written appeal to the dean of Teachers College. Only in rare instances will such an appeal be granted.

 - b. Agrees on timing of enrollment for dissertation credit. A Student cannot enroll in DISS 799 until the comprehensive written and oral examinations have been passed and the Student has been admitted to candidacy for the doctoral degree (see Form7).

 - c. Sets likely completion date and tentative time for final oral examination, always being cognizant of Graduate Office deadlines.

d. May identify one of the Committee Members or another person as the advisor on statistical aspects of the research. (University Computing Services provides assistance in planning statistical designs for research studies.)

DISSERTATION

3. Chairperson and the Student arrange the date, time, and place of the final examination, which is usually scheduled for a two-hour period. This information should be forwarded to 1. Student consults with the Committee Chairperson regarding:

- a. Procedures to follow in communicating with Committee.
- b. Availability of resource persons (statisticians) and resources (computers).
- c. Enrollment in DISS 799.
- d. Guides to writing the dissertation.

(The 4th edition of the APA Style Manual by the American Psychological Association is the basic guide adopted by Teachers College, but departments may agree on another reference for use in writing dissertations in a specific field.)

2. Student reviews the Graduate Catalog statements about dissertation requirements and checks with the dissertation director on whether the department has other approved dissertation guidelines in addition to those prescribed.
3. Student studies the Graduate Catalog to become familiar with the requirements to be registered each semester until the degree has been awarded, with special attention to DOC 700. The Student is not required to enroll in DOC 700 until he/she has been officially admitted to candidacy for the degree. Registration then is made during each academic semester but not required in summer terms.

See Suggested Dissertation Outline.

FINAL DOCTORAL EXAMINATION

1. Committee and the Student will follow university regulations in the Graduate Catalog regarding final doctoral examination.
2. Committee controls the nature of the final examination.
3. Campus Update for publication.
4. Chairperson posts in appropriate locations the ANNOUNCEMENT OF FINAL DOCTORAL EXAMINATION (oral part only) (see Form 8).

5. At least two weeks prior to the final examination, the Student distributes to each Committee Member a copy of the completed dissertation.
6. Each Committee Member is present for the final examination. If substitutions must be made, arrangements should be cleared with all necessary persons (Student, Chairperson, other Committee Members, departmental chairpersons for area(s) the committee member represents, Program Director, graduate dean) well in advance of examination.
7. Student supplies copies of the abstract (350 words or less) to the Committee Chairperson, who will make them available to the Committee.
8. Chairperson is in charge of the examination and has responsibility for conducting it professionally and efficiently.
9. Committee, immediately following the examination and in private session, decides whether to approve or disapprove the Candidate's performance totally or in part and what conditions are to be imposed, if any, prior to total approval.
 - a. Two dissenting votes among members of the examining committee are required to fail a Candidate. If one member of the examining committee dissents, the dissenting examiner and, if appropriate, the chairperson of the examining committee will file a

letter detailing the circumstances of the dissent with the dean of the Graduate School.

10. Chairperson informs the Candidate of the Committee's decision.

11. Chairperson:

- a. Obtains signatures on the FINAL APPROVAL FORM FOR DOCTORAL CANDIDATES (see Form 9), if the Student satisfactorily completes the examination.
- b. States in written form, when necessary, what steps must be taken before the Student can obtain approval on the final examination.

Signatures of all Committee Members should appear on the written statement.

COMPLETION OF REQUIREMENTS

1. Student:

- a. Completes the APPLICATION FOR GRADUATION FOR DOCTORAL CANDIDATES (see Form 10) and files it in the Graduate Office within the first four weeks of the term in which the Student expects to be awarded the degree, except that during First and Second Summer terms, the application should be filed

within the first two weeks of the term. Check the appropriate schedule of classes for specific due dates.

- b. Makes certain that all degree requirements are completed at least 20 class days prior to close of the semester or term in which certification for graduation is expected, except that during First and Second Summer terms, degree requirements can be completed ten class days prior to the close of the term. The Student clears any deviation from these regulations with the dean of the Graduate School who gives final clearance for graduation.
2. Student sends a bound copy of the dissertation to the office of the Program Director for permanent filing.

PLACEMENT AND FOLLOW-UP

1. Student:
 - a. Visits Career Center early in the year in which completion of the doctoral program is expected if assistance on placement is anticipated.
 - b. Updates and completes credentials.
 - c. Prepares a vita sheet early in the year in which completion of the program is expected.
2. Chairperson and the Student:

- a. Discuss aspirations of the Student regarding employment and share plans with the Program Director and other Committee Members.
 - b. Explore desirable placement locations and areas of service.
3. Chairperson:
 - a. Is encouraged to maintain contact with the Graduate, relative to satisfaction with position of employment and interest in possible changes and to transmit appropriate information to the Program Director.
 - b. Makes recommendation to possible employers regarding potential availability of Candidates.
4. Program Director maintains files on location of Graduates and possibilities for relocation.
5. Student, the Chairperson, and the Committee Members work with the Ball State University Placement Office to facilitate preparation and updating of credentials, placement of the Graduate, and potential positions in which the Candidate or Graduate may be interested.

GENERAL SUGGESTIONS

1. Program Director:

Assembles and maintains a complete original file on the Doctoral Student containing:

- a. Transcripts.
- b. Information on experiences and backgrounds.
- c. Copies of all correspondence.
- d. Records on conferences.
- e. Program of study and all pertinent notations.
- f. Copies of all forms submitted to the Graduate Office.
- g. Comprehensive examinations and responses.
- h. The approved dissertation proposal.
- i. Copies of all pertinent memoranda to Committee Members.

2. Chairperson:

- a. Studies the Graduate Catalog and keeps informed on policies and procedures relating to doctoral programs so that he/she can advise the Candidate wisely.
- b. Sees that frequent communication with the Candidate and Committee is maintained.

- c. Makes sure that agreements are in writing and distributed to all concerned parties, but always including Committee Members and the Program Director.
- d. Discusses problems first with the Program Director.
- e. Keeps department chairpersons of cognate areas fully informed of actions in which his/her programs and staff are involved.
- f. Keeps the Program Director fully informed of the progress of Students in his/her area(s) of responsibility (both cognates and majors).

3. Student:

- a. Keeps the Committee informed of any changes in program or long-range goals.
- b. Consults with Committee Members individually as to progress, suggested reading, research topic, and items of concern.
- c. Reviews sections of the Graduate Catalog dealing with regulations and requirements for doctoral degrees.

- d. Develops a proposal to present a paper at a local, state, regional, or international meeting of a professional organization.
 - e. Creates and submits a manuscript to be considered for publication.
4. Committee Members:
- a. Keep the Chairperson and the Student informed about any possible program changes that may be beneficial to the Student.
 - b. Keep the Chairperson, Student, and other Committee Members informed about extended periods of absence from campus that are anticipated.

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, adjective 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 nonstandard zed 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 socio-cultural 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: 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.

