

# **BALL STATE UNIVERSITY**

**Program: PhD in School Psychology**

## **Student Handbook and Program Policies 2022-2023**

This handbook is updated on an annual basis and is available at the program's website:  
[https://www.bsu.edu/academics/collegesanddepartments/educational-psychology/academic-programs/graduate-programs-in-school-psychology/phd-school-psychology#accordion\\_scientistpractitionerfaculty](https://www.bsu.edu/academics/collegesanddepartments/educational-psychology/academic-programs/graduate-programs-in-school-psychology/phd-school-psychology#accordion_scientistpractitionerfaculty)

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Commission on Accreditation  
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# **Ball State University**

## ***History, Accreditation, and Classifications***

Ball State was founded as a state institution in 1918 and a state-assisted residential university in Muncie, Indiana, a midsized Midwestern city one hour northeast of Indianapolis. 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.

Ball State is ranked as a doctoral higher research activity institution by the Carnegie Foundation and is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools through 2023-2024. Additionally, the Indiana Department of Education and the National Council for Accreditation of Teacher Education (NCATE) accredit Teachers College programs. The next site visit for NCATE is due in spring 2018. Ball State University is also listed (2015) as one of the Carnegie Foundation's Community Engagement Classification Institutions. This classification reflects voluntary participation and is intended to describe the collaboration between the University and its broader communities. Listed institutions must demonstrate curricular engagement and outreach and partnerships engagement to be included.

## ***Department of Educational Psychology***

The program is housed within the Department of Educational Psychology. The Department offers two doctoral degree options: Educational Psychology (School Psychology) and Educational Psychology (General). The department elects department chairs to serve terms of 3 years duration, which may be renewed. The current chair is Andrew Davis, Ph.D. (elected 2020). Prior recent chairs include Sharon Paulson, Ph.D. (2011 to 2017) and Jerrell Cassady, Ph.D., (July 2017- June 2020). In addition to the two doctoral programs, the department offers the MA in Educational Psychology (General), the MA in School Psychology, the Ed.S. in Educational Psychology (School Psychology), the MA in School Counseling, and three certificate programs in gifted and talented education, human development and learning, and neuropsychology. The department also provides several doctoral cognates (a formally recognized concentration of study, which includes specific courses and/or practica) including

neuropsychology, developmental psychology, educational psychology, gifted education, assessment, and research methodology.

The Department of Educational Psychology is housed within Teachers College (TC). The current Dean is Dr. Anand Marri. The most recent prior Dean of TC, Roy Weaver, Ed.D., was appointed as an interim Dean (2017 – 2020). Dr. Weaver is a former Dean and served in this role for several years prior to Dr. Jacobson. Dr. John Jacobson served as Dean from 2009 until June 2017. Ball State is one of the largest granters of professional education degrees in the United States. The college's reputation for leadership is the result of its emphasis on educational practice and applied research. Within TC, there are six departments: Early Childhood, Youth and Family Studies, Educational Leadership, Educational Psychology, Educational Studies, Elementary Education, and Special Education.

## Overview of Ph.D. Program in School Psychology

### *General*

The Ph.D. Program in School Psychology at Ball State offers students preparation for the practice of health service psychology, specifically for entry-level practice in school psychology, a substantive area of professional psychology. **The doctoral program in School Psychology adheres to a model of scientist-practitioner in the provision of health service psychology.** The program incorporates many elements of a scientist-practitioner-advocate (SPA) model as well<sup>1</sup>. The formal inclusion of advocacy competencies into student and program aims and outcomes, and the adoption of components of an SPA model is currently being explored by the School Psychology Core (starting and ongoing since AY 2017-2018).

School psychology is a professional discipline with the objective of enhancing the psychological and educational well-being of children, adolescents, adults, and families through the provision of empirically derived assessment, consultation, prevention, and intervention services. The doctoral program's sequence of coursework, research, experiences, practica, and internships facilitates student development of the professional competencies to work in school, private practice, community mental health, hospital, and academic settings. 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. The American Psychological Association has continuously accredited the Ph.D. Program in Educational Psychology (School) since 1985. The most recent self-study cycle was completed in 2019 and the next site visit is recommended for 2028. It is also approved by the National Association of School Psychologists (NASP), and was granted full approval most recently in 2016.

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<sup>1</sup> see: Toporek, R. L., & Vaughn, S. R. (2010). Social justice in the training of professional psychologists: Moving forward. *Training and Education in Professional Psychology*, 4, 177–182. doi:10.1037/a0019874

## ***National Recognition***

The program's primary goal is to train school psychologists as scientists, practitioners, and advocates for mental health and social justice in health service psychology settings. 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 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 the 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).

Thirteenth in authorship credit ratings from 1995-99 and 2000-05 (Wagner, Lail, Viglietta, & Burns, 2007).

## ***Training Model, Goals, and Objectives***

The training perspective of the program is based on a foundation of the scientist-practitioner model (Boulder), with contemporary expansion to incorporate many elements of a scientist-practitioner-advocate model. The doctoral program prepares students to integrate psychological theory, research, and established methods of scientific inquiry into effective practice, and to engage in research and

evaluation activities that contribute to the science and practice of health service psychology. The doctoral program infuses diversity, social justice, advocacy, and empowerment of clients throughout the curriculum and training sequence.

The program's goals, objectives, and competencies are consistent with the profession-wide competencies in health service psychology and the scientist-practitioner model. These goals and specific training activities also include emerging elements of a scientist-practitioner-advocate model within the substantive area of professional psychology, school psychology. Specifically, the program has the following five goals:

Goal #1: Assessment: Demonstrate knowledge and skills concerning fundamentals of measurement and assessment, and the use of assessment measures in a non-biased, reliable and valid manner;

Goal #2: Consultation: Demonstrate the ability to apply theoretical knowledge and skills when consulting with teachers, parents, and other professionals;

Goal #3: Prevention/Intervention: Demonstrate knowledge and skills concerning the theories and tactics used to guide the design and implementation of effective interventions for children and adolescents;

Goal #4: Research and Evaluation: Demonstrate knowledge and skills pertaining to research design, statistical analysis, and the communication of research results; and

Goal #5: Professional Practice: Demonstrate skills required for appropriate professional practice, legal and ethical decision-making, sensitivity to individual and cultural differences, and advocacy for social justice.

For each program goal, specific objectives have been identified and corresponding competencies have been developed. The program's curriculum focuses on students acquiring Discipline Specific Knowledge and developing skills in all areas of Profession-Wide Competencies described by the American Psychological Association. These profession-wide competency areas include: research, assessment, consultation, prevention, intervention, individual and cultural diversity, communication and interpersonal skills, supervision, and professional practice. Professional practice includes gaining knowledge of legal, ethical, and quality assurance expectations as they related to the practice of psychology. The program also has determined minimal levels of achievement and specific methods for assessing outcomes specific to discipline-specific knowledge, each profession-wide competency area within professional psychology, and overall program expectations (see [Appendix A](#), [Appendix C](#), [Appendix M](#) and [Appendix N](#) for all program-wide rubrics used to evaluate student and program outcomes).

There are several courses and practicum experiences required in the program to ensure all students develop these competencies. Students take a sequence of professional practice courses to learn, practice, and integrate professional competencies across 3 years of the doctoral program, prior to doctoral level internship. In year 1, students take the pre-practicum courses, which are designed to offer an introduction and modeling to the students. In year 2, students take practicum in school psychology, which is an integrated, supervised formal practicum experience where students accumulate 500 hours of supervised training experiences in schools across the profession-wide competency areas, and 50 hours in the assessment clinic. In year 3, or sometimes year 4, students

complete externship where students accumulate 600 hours of school based supervised training experiences, along with another practicum in evidence-based interventions. All pre-practicum, practicum, and externship experiences include a group didactic and group supervision component taught by Core faculty in the program. The Core member responsible for overseeing group supervision is required to be a licensed psychologist, Health Service Provider designation in good standing with the Indiana State Board of Psychology.

## **School Psychology Faculty**

Dr. Janay Sander is the current Director of Training, effective August 1, 2016. From August 2012 to July 2016, Dr. Andrew Davis was Director of Training. From August 2008 to May 2013, Drs. David E. McIntosh and Barbara Rothlisberg served as Co-Directors. Administration of the program is conducted with the counsel of the other school psychology core faculty and the department chair. The school psychology faculty include: Andrew Davis (FTE = 50%; core), Maria Hernández Finch (FTE = 50%; core), Theresa Kruczek (50% FTE; core), Sarah Wright Harry (100% FTE); Eric Pierson (100% FTE; core), Renee Vaux Nevins (FTE = 100%; core), and Janay Sander (FTE = 100%; core). Two additional faculty members provide student mentorship, supervision and support, and contribute to the program in regular core faculty meetings: Ken McCoy (25% FTE; core affiliated), David McIntosh (25% FTE; core affiliated). The program is committed to preparing school psychologists as health service 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, juvenile justice, giftedness, diversity, self-regulation, academic interventions, statistics, preschool assessment, developmental disabilities, learning disabilities, and school retention. Furthermore, all of the faculty have completed a doctoral program (PhD) in APA accredited programs in the specialty area of School Psychology, including a doctoral level internship. All faculty have extensive and varied applied experiences which inform their research projects. Of the 8 Core faculty members, 7 of them are licensed psychologists at the level of independent practice (designated as Health Service Provider in Psychology, HSPP, in Indiana).

## ***School Psychology Faculty Educational Backgrounds and Research Interests***

### **Core Faculty (50% to 100% Program Core)**

Andrew S. Davis, Ph.D., HSPP (Core Faculty), Interim Chair Department of Special Education  
University of Northern Colorado (2003)

Professor of Psychology-Educational Psychology

Director of Neuropsychology Lab

Licensure: Licensed Psychologist and Licensed School Psychologist

Research Interests: Neuropsychological Assessment for Intervention

Maria Hernández Finch, Ph.D. (Core Faculty)  
University of South Carolina (2002)  
Assistant Professor of Educational Psychology  
Practicum Coordinator  
Licensure: Licensed School Psychologist  
Research Interests: Cultural Competency, Assessment, Gifted, and Cultural Responsive Assessment and Intervention

Theresa Kruzcek, Ph.D., HSPP (Core Faculty)  
Ball State University (1990)  
Professor, Educational Psychology  
Licensure: Licensed Psychologist, Licensed School Counselor

Sarah Wright Harry, Ph.D., NCSP, BCBA  
University of Southern Mississippi (2019)  
Assistant Professor, Educational Psychology  
Licensure: Licensed School Psychologist (pursuing HSPP in 2020-2021)  
Research interests: classroom management, behavior management, multi-tiered systems of supports, response to intervention and academic interventions.

Eric Eugene Pierson, Ph.D., HSPP (Core Faculty)  
Illinois State University (2007)  
Associate Professor of Psychology-Educational Psychology  
Licensure: Licensed Psychologist and Licensed School Psychologist  
Research Interests: Assessment, Personality Development and Assessment, and Contextual Factors Influencing the Training and Practice of School Psychology

Janay B. Sander, Ph.D., HSPP (Core Faculty)  
University of Texas-Austin (2001)  
Associate Professor of Psychology-Educational Psychology  
Director of Doctoral Program  
Director of Doctoral Internships  
Licensure: Licensed Psychologist (Texas (2004-2015 inactive); Indiana)  
Research Interests: Acting out disorders in children and adolescents. Juvenile delinquency and systemic interventions to address the needs of youth offenders and their families using positive and theory-driven approaches.

Renee Vaux Nevins, Ph.D., HSPP (Core Faculty)  
Ball State University (2009)  
Assistant Professor of Educational Psychology  
Director, Psychoeducational Diagnostic and Intervention Clinic  
Licensure: Licensed Psychologist and Licensed School Psychologist

### **Additional Core Affiliated Faculty (25% Core)**

Kenneth McCoy, Ph.D., HSPP (Core Faculty, Clinical Supervisor)  
Ball State University (1993)  
Assistant Professor of Educational Psychology  
Licensure: Licensed Psychologist and Licensed School Psychologist  
Neuropsychologist, Owner, Anchor Behavioral Counseling, LLC

David E. McIntosh, PhD, ABPP, HSPP (Core Faculty), Associate Dean, Teachers College  
Ball State University (1990)  
Professor, Joint Appointment Department of Special Education and Educational Psychology  
Licensure: Licensed Psychologist and Licensed School Psychologist  
Research Interests: Autism spectrum disorder across lifespan, in community and school settings

### ***Director and Co-Director Responsibilities***

Dr. Janay Sander is primarily responsible for the day-to-day operation of the program including direct contact with students about issues of admission, advising, file maintenance, committee development, and yearly review. Dr. Sander also is primarily responsible for program data and assessment including development of student surveys, management of student data and program milestones, data collection and entry, and data analysis for programmatic review.

Co-Directors or Director will serve renewable 4-year terms. The Co-Directors or Director will be selected by the School Psychology Core Faculty with final approval by the Department Chair and the Dean of Teachers College. Assistant professors are not eligible to serve as a Co-Director or Director of the Doctoral Program. Prior to the beginning of the third year of a term, the School Psychology Core faculty will identify the next Co-Directors or Director. If the selected Co-Directors or Director are new to the position, the current Co-Directors or Director will mentor and transition responsibilities to the incoming Co-Directors or Director during the course of the fourth year. This process will help ensure a smooth transition from one director to another.

### ***Core Meetings***

The School Psychology Core Faculty typically meets the first and third Wednesday during the fall and spring semesters. The first Wednesday is the voting full core meeting; the third Wednesday is for subcommittee meetings and work group meetings related to Core activities. In addition, student representatives from the doctoral and MA/Ed.S. programs also participate in the committee meetings, unless student-related issues are being discussed. Minutes are kept for each meeting and are sent to the department chair.

## **Program Information**

### ***Sequence of Coursework***

The model of training is demonstrated through the training sequence of coursework, research opportunities, and practica with a strong focus on the integration of science and practice of psychology. Overall, the curriculum is sequential, cumulative, and graded in complexity. The outlined sequence of courses for students in the doctoral program can be found in [Appendix B](#). Students are required to follow the course and practica sequence during their first four years in the program. Specifically, students must complete foundational courses in human development, personality theories, developmental psychopathology, behavior analysis, and statistics (Introduction) during the first year in the program. Students also enroll in cognitive assessment, introductory school psychology and pre-practicum courses during the first semester in the program. During the second semester, students enroll in academic assessment and interventions, psychological consultation, personality assessment, and pre-practicum in consultation. Students begin practicum in the Psychoeducational, Diagnostic, and Intervention Clinic (PDIC) during the summer of their first year by conducting one psychological evaluation with close supervision, including direct observation and video observation of activities in the clinic.

During the second year in the program, students complete a full year of practicum (practicum in school psychology and practicum in consultation) in a local school district where students receive training with a high poverty, highly diverse in terms of race and ethnicity, school district. Also, doctoral students are required to conduct a total of six psychological evaluations in the PDIC. [See Appendix B for Doctoral Sequence](#).

During their third and fourth years of training, students continue to take more advanced courses related to their identified cognate as well as more advanced courses in human development, statistics and supervision. Students also must complete advanced courses to help prepare them further for practice and skill development in health service psychology competencies. Students also complete EDPS 791: Internship in School Psychology (Externship; 20 hours per week applied supervised experiences in schools). Students are also required to take EDPS 778: Practicum in Evidence-Based Interventions, which is often taken in conjunction with the school internship for EDPS 791, where various health service psychology activities may take place in the same setting. EDPS 791 and EDPS 778 are advanced practicum, and when combined, are intended to integrate and hone competencies in assessment, psychotherapeutic and social/emotional/behavioral interventions, consultation, diversity and cultural issues, and ethical and legal practice.

Typically, students apply for an internship during their fourth year in the program and complete the professional internships in their fifth year.

### ***On-line Courses***

The number of courses a student is allowed to take on-line is limited. No courses with an applied focus (e.g., cognitive assessment, personality assessment, practicum) may be taken on-line. In addition, any on-line courses taken prior to being admitted to Ball State that are considered applied or requiring clinical supervision (practicum or cognitive assessment) cannot be transferred and students will have to retake those courses at Ball State. The only courses that may be taken online are noted in Appendix B with an asterisk. All on-line courses at Ball State require students to enter a personal login ID and password.

## ***Residency and Credit Hour Requirements***

The program involves a minimum of five academic years of full-time study beyond the baccalaureate degree, which includes four years of full-time coursework (including summer courses) and a year of internship. The graduate school requires students to complete, including the dissertation, a minimum of 90 semester hours of graduate work beyond the bachelor's degree (Graduate Catalog). However, our doctoral program in school psychology asks students to complete, including the dissertation, a minimum of 130 semester hours of graduate work beyond the bachelor's degree. Our number of graduate credit hours is larger because doctoral students in the program must take additional coursework in education, consistent with most school psychology doctoral training programs, as well as complete a cognate (a formally recognized concentration of study, which includes specific courses and/or practica) in which to garner expertise. Also, Ball State University residency requirements (Graduate Catalog) stipulate that at least two consecutive semesters of graduate work completed beyond the master's degree must be in residence at Ball State.

## ***Transfer Credits***

Students who hold a master's degree from an accredited institution other than Ball State may apply up to 42 of their semester hours to the Ph.D. program; however, they must complete at least two of their four academic training years at Ball State. Prior to enrolling in classes, students are assigned an advisor (usually the program director, Dr. Janay Sander) who will review prior graduate coursework and develop a preliminary plan of study using the doctoral sequence and advising sheet (Appendix B), which includes a transfer checklist for additional guidance. Once the preliminary plan has been developed, it is submitted to the Director (Dr. Sander) and Committee Chair of the student's doctoral committee for additional review and approval. During this process, students provide course syllabi for all courses they would like transferred to Ball State and/or to meet program requirements for faculty review. The review is typically conducted by the advisor and the faculty member who has expertise (the person teaching the course) in the content area (e.g., cognitive assessment, human development, statistics). Prior course work must be consistent with the APA Standards of Accreditation for graduate coursework or doctoral level practicum work for it to satisfy program 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 seven years allowed for completion of advanced degrees at Ball State. There is a Course Evaluation Request for

Transfers/Equivalencies form in the InfoReady system at the Graduate School website (see <https://www.bsu.edu/academics/collegesanddepartments/graduate-school/services-and-resources/forms> ). This form must be submitted in conjunction with the student's plan of study (green sheet). **NOTE: Policies from the Graduate School also apply to all transfer requests. See <https://bsu.smartcatalogiq.com/en/2021-2022/Graduate-Catalog/The-Graduate-School/Transfer-and-Extension-Work>**

Students admitted without an undergraduate or master's degree in psychology may be required to take additional undergraduate level courses in psychology or statistics prior to taking the more advanced courses required in the Ph.D. program.

### ***Competency Review for Students Licensed as School Psychologists or Who Already Have a Master's Degree in School Psychology***

Students admitted to the doctoral program who are licensed as school psychologists or who have completed a master's degree in school psychology (unless the student obtained the master's degree in school psychology from Ball State) must demonstrate competencies in assessment, prevention, intervention, and consultation. Students will need to submit a prevention program, a summary of an academic intervention, a summary of a behavioral intervention, and a consultation summary that they have implemented and completed for review by the Practicum Coordinator and their academic advisor. These samples will be evaluated using the appropriate rubrics in [Appendix E](#). Students may use work samples (de-identified) from their work as a school psychologist or from their master's program. Students must have an overall rating of proficient or higher on each rubric to meet competency requirements in the areas of evaluation (see below for assessments), prevention, consultation, and intervention. The faculty reviewers will meet and discuss any discrepancies in overall rubric ratings and will come to a mutually agreed upon overall rating. Students who do not receive an overall rating of proficient or higher will be required to take additional coursework, complete additional practica, and/or complete a remediation program designed specifically to help them attain competency in the deficient area. If a remediation program is selected as the best approach to assuring student competency, it will have clearly identified objectives, a clear time-line for completing the objectives, and assessments that are behaviorally anchored. The clinical faculty (practicum coordinator, PDIC director) will work with the student to develop the remediation plan. The practicum coordinator will be responsible for entering the rubric ratings into rGrade. Students must meet with the practicum coordinator early in their first semester to outline the process for meeting the aforementioned requirements. If it is decided that a remediation plan will be developed, it must be developed no later than the end of fall semester. All requirements (prevention program, academic intervention, behavioral intervention, etc.) must be completed by the end of the spring semester of the first year.

All students who are licensed school psychologists or who have completed a master's degree in school psychology (unless the student obtained the master's degree in school psychology from Ball State) must take our ethics exam. The ethics exam will be offered once during the fall semester and may be taken when offered in EDPS 685: Introduction to School Psychology course. The instructor

for EDPS 685 will work with students on arranging a time and providing appropriate study materials. Students must obtain a score of 80% or higher on the ethics exam to meet the minimal level of competency. Students will continue to take the ethics exam until they have met the minimal level of competency. The instructor for EDPS 685 is responsible for entering the scores into rGrade.

## ***Practicum and Students Admitted with a Master's or Educational Specialist Degree***

Students who are admitted with a master's degree other than in school psychology will be required to complete the prepracticum and practicum sequence of courses. Students with a master's degree or educational specialist degree in school psychology (including licensed school psychologists) will be required to complete two cases in the Psychoeducational, Diagnostic, and Intervention Clinic to assess their assessment, interview, and diagnostic skills. The student's supervisor (licensed psychologist) will rate each report using the Psychoeducational Report Grading Rubric ([Appendix E](#)). Students must have an overall rating of proficient or higher on each rubric to meet competency requirements in the area of evaluation. Based upon the two assessments and rubrics, the director of the PDIC and the student's supervisor will determine whether additional practicum hours are needed for the student to meet program competencies in the area of assessment. Students who do not receive an overall rating of proficient or higher may be required to take additional coursework, complete additional practica, and/or complete a remediation program designed specifically to help them attain competency in assessment. If a remediation program is selected as the best approach to assuring student competency, it will have clearly identified objectives, a clear time-line for completing the objectives, and all assessments will be behaviorally anchored. The student's supervisor will work with the student to develop the remediation plan. The student's supervisor is responsible for providing the practicum coordinator with the graded rubrics, who then will be responsible for entering the rubric ratings into rGrade (or TK20). Students must meet with the practicum coordinator early in their first semester to outline the process for meeting the aforementioned requirements. If it is decided that a remediation plan will be developed, it must be developed no later than the end of fall semester. The two cases must be completed by the end of the spring semester of the first year. Most students entering with an Ed.S. degree in school psychology would need to fulfill the 700-level courses to ensure doctoral level competencies in all areas of health service psychology, including intervention, research, diversity areas, and supervision.

## ***Practicum Hours***

Students will need to demonstrate prior practica that are comparable to those required of the program to receive credit for the experience. The student must provide logs or other documentary evidence demonstrating the number of practicum hours completed prior to admission to Ball State. The number of practicum hours accrued must meet the number of hours required by program (see below). Specifically, 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 Director (Dr. Sander) with input and discussion with the core faculty. If needed, core faculty will discuss each

student's prior experiences, and modify/tailor the program's expectations to reflect the individual needs and skills of the student prior to enrollment in the program.

## ***Master and Ed.S. Programs in School Psychology***

The Department of Educational Psychology offers two doctoral degree options: PhD in School Psychology and Educational Psychology PhD (General). In addition to the two doctoral programs, the department offers the MA in Educational Psychology (General), the MA in School Psychology, the MA in School Counseling, the Ed.S. in Educational Psychology (School), and three certificate programs in Giftedness, Development, and Neuropsychology.

Students admitted to the program straight from completing an undergraduate degree fulfill the requirements to obtain the MA in School Psychology as they work toward completing the requirements of the doctoral program. Students must apply to graduate if they would like the MA awarded. Students entering with a master's degree are required to meet with their academic advisor prior to beginning coursework to develop a preliminary plan of study.

## ***Cognates***

The department offers several doctoral cognates (a formally recognized concentration of study, which includes specific courses and/or practica) including neuropsychology, developmental psychology, educational psychology, assessment, and research methodology. Other frequent cognates are those in counseling psychology, clinical psychology, social psychology, sociology, and special education (Applied Behavior Analysis and/or autism). Flexibility is allowed in the development of skills and knowledge within the student's interest area(s). Students will select a minimum of 15 hours in a single cognate field. For the 15-hour cognate, 9 hours must be taken at Ball State. A faculty member from that concentration area must supervise the choice of courses in the cognate and sit as a member of the student's doctoral dissertation committee.

## ***Outside Employment***

Appendix F outlines the process for gaining approval for outside employment and any current doctoral student must complete this approval process if they are seeking outside employment. If a limited amount (10 hours or less) of outside employment is deemed advisable, such employment must be approved by the Director of Doctoral Internships (Dr. Sander). It should be noted that outside employment is typically not approved for students who are completing their first and second year in the program. If such additional employment is at Ball State, the approval of the Dean of the Graduate School also is necessary.

## ***Teaching***

There are numerous opportunities for students to teach while pursuing their doctoral degree. Students interested in teaching undergraduate courses are encouraged to visit with the Director (Dr. Sander). It is not uncommon for doctoral students to teach undergraduate courses in human development, tests and measurement, and behavioral analysis. It should be noted that teaching is typically not approved for students who are completing their first and second year in the program.

## ***Licensing***

Ball State offers a MA in School Psychology degree 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 for our graduates, students must complete all course requirements recommended by Ball State for practice in the schools (72 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. Graduates are eligible for the National Certification in School Psychology (NCSP).

Licensure as a psychologist, which allows one to practice inside and outside the schools, requires the completion of the doctoral program. To be eligible for the Health Service Provider in Psychology (HSPP) endorsement, completion of a doctoral degree in psychology and a postdoctoral internship are required in the state of Indiana. This is in keeping with the guidelines of the American Psychological Association (2005) and the majority of state licensure boards. It is important to note that licensing laws are constantly changing and students are responsible for familiarizing themselves with the licensing laws for the state(s) in which they wish to pursue licensure after graduation.

The Ph.D. program meets the licensing criteria outlined by the National Association of School Psychologists (NASP, 2010) and the requirements for certification as a National Certified School Psychologist. The program is accredited by the Indiana Department of Education.

## ***Individual and Cultural Diversity***

A commitment to understanding and responding to human diversity is articulated throughout all aspects of the program, including admissions, faculty, course work, practica, research interests and practices, and internship experiences. Human diversity is recognized as a strength that is valued and respected, and Ball State is committed to developing innovative programs and policies that will

attract, retain, and nurture a diverse University community and foster a campus environment that will enable all of our graduates to excel in a culture that is growing ever more diverse.

Respect for and understanding of cultural and individual diversity is reflected in the program's goals and vision, stated in policies for the recruitment, retention, and development of faculty and students with respect to diversity ([Appendix G](#)), and in its curriculum and field placements. The program has non-discriminatory policies and operating conditions, and it avoids any actions that would restrict program access or completion on grounds that are irrelevant to success in graduate training or the profession. One of the requirements for admissions to the program is a short autobiographical paper that addresses interests in or personal exposure to elements of cultural diversity the student would like to share with the committee. In turn, these data are considered in admissions decisions.

Ball State is challenged in its location in a small Midwestern city where, according to the U.S. Census, only 10% of Delaware County residents and 12.5% of State residents are of non-White racial status. However, the program's efforts to attract minority students have met with some success. Currently, a large percentage of our doctoral program's student body is comprised of women. We also have students who are African American, Native American, Multi-ethnic and Asian American. Continued efforts are underway to enhance cultural diversity. This program has a long-standing commitment to diversity. Teachers College was a member of the Holmes Partnership that supported recruitment of minority students, and one of our 2005 graduates was a Holmes Scholar. There is a Holmes Program as a part of the American Association of Colleges of Teacher Education (AACTE). Teachers College is a member of AACTE. Further, the Admissions Committee recognizes the necessity and advantages of a multicultural student population when reviewing applications to the program. Active recruitment through the McNair Scholars program and the College's and Department's participation in the PhD Pathways program, have also been beneficial in recruiting students and providing avenues of support.

Teachers College's *Conceptual Framework* has articulated a shared vision of professional competence in graduate education that includes active engagement with culturally diverse communities (<http://cms.bsu.edu/Academics/CollegesandDepartments/Teachers.aspx>). The *Conceptual Framework* enjoins graduate programs to engage educational professionals. A policy of professional engagement encourages students to be active in efforts to build better communities; to be responsive to the needs of diverse communities through collaboration and joint ventures; and to build institutional commitments that insist on work with culturally diverse patients, clients, and partners. Consequently, a policy of engagement encourages advanced programs to provide site-based and field-based practicum and internship experiences that maximize the contextual-relevance and ecological competence of students. The theme of context embraces an ecological-systems perspective. Person and context interact in complex ways that generate normative individual difference, diversity and plasticity of outcomes. As a result programs require their students to operate responsibly in diverse settings, in multiple contexts, with diverse students, communities, cultural values and allegiances. This point of view is articulated as part of Ball State University's Multicultural Center (<http://cms.bsu.edu/campuslife/multiculturalcenter>, *LGBTQ+ support* (<http://cms.bsu.edu/campuslife/multiculturalcenter/lgbtq-resources>), Office of Community Engagement (*OCE*; <http://cms.bsu.edu/about/administrativeoffices/community/local/oce>), and the

Office of Institutional Diversity (OID;  
<http://cms.bsu.edu/about/administrativeoffices/institutionaldiversity>).

## ***Learning Environment and Faculty Student Interactions***

There are several ways the program fosters a positive learning environment and positive student-faculty interactions. School Psychology Core members strive to model professional and ethical practice, stay current across their areas of expertise and attend to emerging literature and practice guidelines within professional psychology. As part of this modeling, each member of the School Psychology Core maintains a student-centered approach to mentorship in research, teaching and professional supervision roles. The overall student-faculty climate is generally one of emphasis on learning, collaboration and professionalism. Students are encouraged to discuss any concerns regarding research, supervision, or courses directly with the faculty member affiliated with that experience. Faculty, in turn, are charged with modeling receptivity to student concerns and feedback and facilitating a collaborative learning environment where students will feel comfortable to raise concerns and questions. The School Psychology Core attends to each individual student's research participation, and assigns specific faculty advisors to incoming students based on research interests. The student is encouraged to select a chair after learning more about the faculty areas of expertise, and this student-centered chair selection process is supported and encouraged by the faculty as a whole. There are several social events throughout the year, which are intended to foster appropriate levels of social interaction among students and faculty. See [Appendix Q](#) for a list of annual events. Typically, there is an annual fall reception for all students and faculty at the beginning of the academic year, usually hosted at the Program Director's home. Mid-year, there is often a carry in meal for all students, faculty, and alumni and emeritus faculty from the Department. At the end of the academic year, there is a banquet organized by the Student Association in School Psychology (SASP), with support and encouragement from faculty. An annual research presentation of student conference presentations immediately precedes the banquet. Usually all students and faculty attend. At professional conferences, it is a program tradition for the faculty attending the conference to host all students presenting at the same conference for a meal together as a program. It is typical that faculty present with current students at most conferences. The Department of Educational Psychology maintains an expectation that all faculty are available for students in the office at least two days per week during the main academic year. In the supervision role, the faculty member supervising any direct services is obligated to meet with the student supervisee for a ratio of 1 hour of supervision for every 10 hours of professional services provided by the student. The Program Director, Director of Internships if different from the Program Director, and faculty member listed as the course instructor (i.e., EDPS 791, EDPS 778) ensure this ratio is followed by checking in with students and will follow up on behalf of the student, including reassigning a different supervisor, if there are ongoing concerns with any faculty or outside supervisors who are not available as required.

The program aspires to model all APA ethical guidelines and principles. The program holds a required annual doctoral student meeting. At this meeting, the APA ethical principals are emphasized, including that they apply to students and faculty. The Program Director holds this

meeting within the first two weeks of fall semester and it is mandatory for all doctoral students to attend. Attendance is recorded by a sign in sheet. Any student who misses the meeting must schedule a separate meeting with the Program Director. The policies, student code of conduct, grievance policies, termination policies, and due process are all discussed at this annual mandatory doctoral student meeting.

Students in our program are required to demonstrate competence in working with children and adolescents of all ability groups including those with exceptionalities and from diverse ethnic and socioeconomic groups. Through consultation experiences, students work with students across age and grade levels within the general education classroom to ameliorate various learning problems. Moreover, students are required to complete a full-year school-based practica within the Muncie Community Schools, which maximizes their exposure to the full range of human diversity. The school psychology program developed a relationship with the Muncie Community Schools and has adopted two schools with the highest percentage of ethnic minority students within the county.

Issues of diversity are also infused within academic coursework. In fact, every course addresses some aspect of individual and cultural diversity through additional readings (many are primary readings), course assignments, and/or course activities. For example, individual and cultural diversity are examined in the School Psychology Pre-Practicum (EDPS 687), in the Practicum in Consultation (EDPS 688), and in the Practicum in School Psychology (EDPS 689) as well as EDPS 750: Developmental Psychopathology and EDPS 660: Diagnosis and Interventions for Learning and Related Disorders. In general, the program strives to ensure all curriculum addresses issues of cultural and individual diversity.

## **Student Representatives and Student Organizations**

There are two student representatives who serve on the core committee, one from each program in school psychology (Ed.S. and Ph.D.). There also are student representatives for multiple professional organizations, including Indiana Association of School Psychologists (IASP), National Association of School Psychologists (NASP), the American Psychological Association (APA), and Student Affiliates in School Psychology (SASP). All the student representatives are nominated and voted for by other current students in the school psychology programs at Ball State University. The term for any student representative is one year (which is renewable). Student memberships in professional organizations are encouraged.

### ***Student Orientation***

Each fall students participate in a series of meetings geared to reviewing program requirements and policies. The first meeting occurs with incoming students the week prior to classes starting. An additional meeting is held with all students within the first month of fall semester to review the contents and policies in the Handbook, confidentiality agreements, any updates in policies or procedures, and review the process for internship applications. Students are sent a copy of the School Psychology Handbook during the application process, along with other information (e.g.

application information, Ball State information, multicultural organizations brochure, etc.). Students are provided another electronic copy of the School Psychology Handbook during the first orientation meeting and are required to read the Handbook and sign a form (Appendix H) indicating they have read it (This policy in effect as of Fall 2011).

The Graduate School also holds an annual student orientation meeting, which the program publicizes and announces to incoming students. Graduate school resources and University services available to all students are reviewed in the annual student orientation within the program and at the Graduate School orientation. Services available to all graduate students include: financial services, mental health, tools and forms that accompany each required formal document in making steady progress toward degree completion. See <http://cms.bsu.edu/academics/collegesanddepartments/gradschool>

## **Graduates**

The Program seeks input from graduates at 2 years and 5 years post completion. The program asks graduates to complete the alumni survey and provide input to the program about how well the program has prepared graduates for professional practice in the areas consistent with program aims. From 2007 to 2017, the first employment setting of graduates most frequently includes a balance of Public School Systems or Hospital Settings (each 23%; n = 13 each category). Many graduates (20%; n = 31) complete postdoctoral training immediately following graduation. A sizeable portion of graduates work in independent practice settings (18%; n = 10). A smaller percentage (11%; n = 6) accepted positions in higher education, in community mental health settings (7%; n = 4), or in psychiatric/residential treatment facilities (2%, n = 1) immediately following graduation. The most common setting of employment for graduates overall is in a School setting (25%; n = 14), followed closely by Hospital/Medical setting (21%; n = 12) and then Higher Education (18%; n = 10).

Graduates first jobs and current employment settings for 2007 to 2017 (n = 57) is listed below:

### **First employment settings held after graduating (2007-2017):**

Public School System:	23% (n = 13)
Higher Education:	11% (n = 6)
Hospital Setting:	23% (n = 13)
Private Practice Setting:	18% (n = 10)
Community Mental Health:	7% (n = 4)
Psychiatric Facility (Residential Treatment):	2% (n = 1)
Formal Postdoctoral Training, across all settings:	20% (n = 31)
Not Employed/Unknown:	7% (n = 4)

### **Current employment settings (2007-2017)\*:**

Public School System:	25% (n = 14)
Higher Education:	18% (n = 10)
Community Mental Health Agency:	7% (n = 5)
Private Practice Setting:	12% (n = 7)

Not Employed/Unknown:	14% (n = 8)
Hospital/Medical Setting:	21% (n = 12)
Psychiatric Facility (Residential Treatment)	2% (n = 1)
Holding Two Positions*:	5% (n = 3)

\*Primary position was listed as current employment setting

The program had 57 graduates from 2007-2008 to 2016-2017. Of the 57 graduates, 32 (56%) have obtained licensure through a State Board of Psychology. Data from graduates who completed the program 2010-2020 show that of the 43 alumni who were eligible for licensure (2 years post-degree), 30 of them, or 70% were licensed at the level of independent practice in health service psychology. This information is available on the program's public website in the area of "Student Admissions, Outcomes, and Other Data." The program emphasizes the importance and expectation that the doctoral program prepares students as health service psychologists and maintains program requirements to ensure all alumni will be licensure eligible after completing the program and any post-doc and exam requirements. Given that this program is a school psychology program, and many alumni elect to work in school settings or higher education where a license to practice as a psychologist is not required for employment, this rate of licensure is evidence of the program's success in facilitating this outcome.

## ***Alumni Survey***

Alumni are surveyed based on program competencies. The goal is that alumni surveys will indicate the program prepared them well (indicated by mean score of 3 or higher on the survey) across all areas of professional practice within the program competencies (assessment, consultation, prevention, intervention, research and evaluation, ethics and professional standards, and individual and cultural diversity).

### Historical data from graduates

In 2011, graduates (n = 41) from 2003 to 2010 were surveyed and asked to rate (1 = Not at all; 2 = Somewhat; 3 = Good; 4 = Very Good; 5 = Excellent) the program on how well it prepared them in the area of assessment, consultation, prevention, intervention, research and evaluation, ethics and professional standards, and individual and cultural diversity. Forty alumni returned surveys (see [Appendix I](#)). Preparing students in the area of assessment is a strength of the program. The program was rated highest in preparing graduates to administer, score, and interpret norm-referenced measures (Item 1; Mean = 4.96) and in the evaluation and interpretation of assessment instruments (Item 8; Mean = 4.9). The program also was rated high in developing observation skills during testing (Item 6; 4.88). All ratings related to developing competencies in assessment had a mean of 4 or higher, except for how well the program prepared student's to administer, score, and interpret curriculum-based measures (Item 3), which still was rated fairly high (Mean = 3.75).

Graduates from 2003-2010 highest ratings in the area of consultation were related to building rapport with clients, teachers, and/or clients (Item 13; Mean = 4.63), communicating effectively with educational personnel or parents (Item 18; Mean = 4.63), and identifying the problem when

implementing a systematic approach to problem-solving (Item 19; Mean = 4.7). All ratings related to how well the program prepared graduates in consultation had a mean of 4 or higher except for how well the program prepared graduates to write a consultation plan (Item 23; Mean = 3.94), which still received a fairly high mean rating.

According to alumni surveys 2003- 2010, the program consistently received high rates related to preparing graduates in the area of prevention. Highest mean ratings were related to preparing graduates to have the necessary skills to develop and implement a prevention program (Item 26; Mean = 3.78), in preparing graduates to conduct a needs assessment (Item 27; Mean = 3.75), and in preparing graduates to evaluate the effectiveness of prevention programs (Item 30; Mean = 3.0).

The program consistently received mean ratings of 4.0 and higher in preparing graduates to develop and implement behavioral and academic interventions. The highest mean rating was related to preparing students to use research when developing and implementing interventions (Item 34; Mean = 4.40). In addition, a strength of the program is facilitating graduate's knowledge of evidenced-based interventions (Item 33; Mean = 4.38). All mean ratings were 3.43 or higher.

The program also consistently received high ratings in increasing graduates' knowledge of research and evaluation, with all mean ratings of 4.0 higher. In the area of research, the highest mean ratings were related to conducting statistical analyses (Item 41; Mean = 4.7), ability to conduct a literature review (Item 47; Mean = 4.78), and skills needed to present/discuss research with peers (Item 49; Mean = 4.6). Highest mean ratings in the area of evaluation were related to knowledge of validity and reliability when selecting instruments (Item 46; Mean = 4.80), and knowledge of measurement and the ability to explain concepts to others (Item 50; Mean = 4.60). The program's preparation in helping graduates link research with evidenced-based treatments (Item 44; Mean = 4.43) is a strength of the program.

Increasing graduate's knowledge of ethics (Item 52; Mean = 4.85), professional standards of practice (Item 53; Mean = 4.85), and state and federal regulations related to the practice of psychology (Item 54; Mean = 4.65) are strengths of the program. Graduates also rated the program high in helping them recognize the need to participate in professional development activities to maintain knowledge of current research and practice related to professional psychology (Item 59; Mean = 4.8).

High ratings were obtained related to the program's preparation of graduates' ability to recognize the influence of diversity when conducting psychological assessments (Item 61; Mean = 4.48), when developing and implementing interventions and treatments (Item 62; Mean = 4.25), and when consulting (Item 63; Mean = 4.2). Graduates also rated the program high in preparing them to respect individual and group differences and to recognize their own biases on influences on behavior (Item 65; Mean = 4.5).

#### Updates to Alumni Surveys 2012-2017

A survey of 2012-2015 (n = 13) alumni indicated similar outcomes as the prior program data. No alumni offered a rating lower than a 3, which the program considers an indication of positive expected program outcomes. Assessment overall mean was rated as Very Good (4.55), Consultation was Very

Good (mean = 4.13), Prevention was Good ( mean = 3.97), Intervention was Very Good ( mean = 4.41), Research and Evaluation was Good (mean = 4.51), Ethics and Professional Standards were Very Good (mean = 4.68), and Individual and Cultural Diversity was Very Good (mean = 4.53).

In summary, graduates consistently rate the program as providing them with a high level of preparation in assessment, consultation, prevention, intervention, research and evaluation, ethics and professional standards, and individual and cultural diversity. It is evident that graduates are able to integrate psychological theory, research, and established methods of scientific inquiry into effective practice, and to engage in research and evaluation activities that contribute to the science and practice of psychology. In addition, the program prepares graduates consistent with its goals and objectives.

### ***Policy for Continual Assessment of Program Graduates***

The program has a policy that graduates will be mailed the survey two years after they have graduated. The school psychology faculty at Ball State conducts annual assessments of the program with the goal of enhancing training. This annual review is typically conducted each spring with the intent of using both proximal and distal data to make program improvements and policy changes. In addition, the program is required by APA to collect distal data from its graduates to include in our ongoing self-assessment on an annual basis, and periodic formal self-study submitted to the APA Council on Accreditation during review cycles. The Director (Dr. Sander) is responsible for tracking program graduates and sending them the survey two years and five years after they graduate. The Director also is responsible for analyzing the distal data and bringing it to the yearly annual program review meeting held by the school psychology core every spring.

## **Financial Information**

### ***Program Costs***

All students admitted to the doctoral program in school psychology from the 2012-2013 academic year through the 2020-2021 who requested an assistantship during the academic year received graduate assistantships. All students in the program were full-time students prior to leaving for internship. Students are required to pay University fees.

## Program Costs

Description	2020-2021 1 <sup>st</sup> -year Cohort Cost
Tuition for full-time students (in-state) (\$424 per credit hour)	\$7,632
Tuition for full-time students (out-of-state) (\$1161 per credit hour)	\$20,898
Tuition per credit hour for part-time students ( <i>if applicable enter amount; if not applicable enter "NA"</i> )	N/A
University/institution fees or costs	\$2,006
Additional estimated fees or costs to students (e.g. books, travel, etc.)	\$1,000

Additional information on fees, tuition and expenses are available online. General information on types of financial assistantships are available at the Graduate School, Assistantships and Financial Support webpage.

## Funding and Support

Our program is committed to funding all doctoral students enrolled in full-time study. Currently, all first- and second-year, and most third- year doctoral students are supported with a **graduate assistantship** that includes a stipend of approximately \$9,000 - 11,000+ 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 not “guaranteed” support, it has been our experience that the majority of students secure assistantships every year. The program cannot guarantee support from year to year due to Indiana law and university budgetary constraints. However, the pattern of funds available to date has enabled us to fund every full-time doctoral student who wished to have a graduate assistantship since the inauguration of the Ph.D. Program in Educational Psychology (School Psychology). Stipends for each five-week summer term are 15% 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. Assistants are to work 20 hours per week. To apply for an assistantship, simply check the appropriate box on the graduate school application. Also, the program has developed a ranking process for graduate assistants who have completed their first year to request assistantships in the upcoming year ([Appendix J](#)). All anticipated available assistantships are identified and listed for students to consider in early spring for the following fall placements.

If a student has an assistantship for both semesters during an academic year, they also are eligible to receive tuition remission during the summer terms/semester, regardless of whether they have a summer assistantship assignment. Students can enroll for 6 credit hours if they have a full-time summer assistantship. Historically (for the past 10 years), all students in the doctoral program have

received graduate assistantships including the tuition remission every year of the program prior to leaving for internship. This has typically equated to three to five years of funding and tuition remission. In addition to the basic financial resources provided the program, students receive funding through tuition scholarships, loans, and internships.

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 be used for activities that 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.

Other resources for students are available on a competitive basis from a variety of campus and national organizations. Loans also are 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 and department for re-imbursement of travel costs related to professional conferences.

## Program Student Information

### Attrition

Variable	Year of First Enrollment																			
	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		2017-2018		2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students for whom this is the year of first enrollment (i.e. new students)	7	-	7	-	6	-	7	-	6	-	8	-	6	-	7	-	9	-	4	-
Students whose doctoral degrees were conferred on their transcripts	7	100	7	100	5	83	6	86	5	83	5	63	0	0	0	0	0	0	0	0
Students still enrolled in program	0	0	0	0	0	0	0	0	0	0	2	25	3	50	6	86	9	100	4	100
Students no longer enrolled for any reason other than conferral of doctoral degree	0	0	0	0	1	17	1	14	1	17	1	13	3	50	1	14	0	0	0	0

From 2011-2021, 67 students enrolled in the doctoral program in school psychology. Thirty-five (52%) students have graduated with the Ph.D. in School Psychology. Twenty-four (36%) students are still enrolled of the 67 students admitted over the last 10 years. Over the last 10 years, 8 (12%) students have left the doctoral program in school psychology. Of the students who decided not to continue in the doctoral program, three decided to complete the Ed.S. degree and began working in the schools as a school psychologist, one student was dismissed after unsuccessful attempts at remediation, and four students changed career paths outside of the field of psychology.

## Time to Completion

A total of 60 students have graduated with the Ph.D. in school psychology from 2011-2012 through 2020-2021 academic years. The average time to completion is 6.5 years, and the most common time to completion is 6.1 years.

**Time to Completion for all students entering the program**

Outcome	Year in which Degrees were Conferred											Total										
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021												
Total number of students with doctoral degree conferred on transcript	10	3	5	4	3	7	7	7	4	10	60											
Mean number of years to complete the program	6.4	8.33	7.8	7.5	6.25	5.3	6.14	6	5.75	5.5	6.497											
Median number of years to complete the program	5.5	9	8	6.5	5	5	5.5	5.5	5.5	5.85	6.135											
<b>Time to Degree Ranges</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>				
Students in less than 5 years	3	30	0	0	0	0	0	0	1	14	0	0	0	0	1	25	1	10	6	10		
Students in 5 years	2	20	0	0	1	20	0	0	2	67	5	71	2	29	3	43	1	25	6	60	22	37
Students in 6 years	1	10	0	0	0	0	2	50	0	0	0	0	3	43	2	29	1	25	2	20	11	18
Students in 7 years	1	10	1	33	0	0	1	25	0	0	0	1	14	1	14	0	0	0	0	0	5	8
Students in more than 7 years	3	30	2	67	4	80	1	25	1	33	1	14	1	14	1	14	1	25	1	10	16	27

Also, please describe or provide a link to program admissions policies that allow students to enter with credit for prior graduate work, and the expected implications for time to completion. Please indicate NA if not applicable:

Most students enter with a bachelor's degree or a master's degree in an field other than school psychology. The policies on how many credits must be in residence at Ball State are located here: <https://catalog.bsu.edu/2021-2022/Graduate-Catalog/The-Graduate-School/Doctoral-Degrees/Doctoral-Program-Degree-Requirements>

## Internship Placements

From 2005-2006 to 2020-2021, 100% of our doctoral candidates who pursued an internship have found an internship and have obtained a paid internship. Doctoral students are encouraged to complete an internship that is APA accredited, and at minimum must be consistent with the Council of Directors of School Psychology Programs (CDSPP) and APPIC membership guidelines. All students in the past, 2005 to present, have opted to complete an internship that conforms to APA, CDSPP and/or APPIC guidelines.

Of the 57 students who have applied for an internship in the last 10 years, 49% (n = 28) obtained an APA accredited internship, 13 (23%) obtained an APPIC member internship, and 11 (19%) obtained a CDSPP internship. Many of our students decided to complete an internship locally based upon geographical restrictions. Additionally, many in-state candidates choose to participate in the BSU Internship Consortium because they plan on staying and working in Indiana after graduation. Our BSU Internship Consortium is listed in the CDSPP Internship Directory and meets all CDSPP guidelines. Internships developed through the BSU Internship Consortium typically involve placement in a hospital, independent practice, and/or school setting within a one- to two-hour drive from Muncie, Indiana. Since 2005, the program has encouraged doctoral students to obtain APPIC member and APA accredited internships. The program schedules meetings each year to educate and prepare candidates to apply for and pursue APPIC member and APA accredited internships.

Candidates for the doctoral degree in school psychology must successfully complete the preliminary exam and dissertation proposal process prior to applying for internship (implemented 2004-2005).

**Internship Placement - Table 1**

Outcome	Year Applied for Internship																			
	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		2017-2018		2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students who obtained APA/CPA-accredited internships	1	14	1	100	3	60	5	50	2	40	2	40	1	20	4	57	3	50	6	100
Students who obtained APPIC member internships that were not APA/CPA-accredited (if applicable)	1	14	0	0	2	40	2	20	0	0	0	0	4	80	3	43	1	17	0	0
Students who obtained other membership organization internships (e.g. CAPIC) that were not APA/CPA-accredited (if applicable)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students who obtained internships conforming to CDSPP guidelines that were not APA/CPA-accredited (if applicable)	0	0	0	0	0	0	3	30	3	60	3	60	0	0	0	0	2	33	0	0
Students who obtained other internships that were not APA/CPA-accredited (if applicable)	5	71	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students who obtained any internship	7	100	1	100	5	100	10	100	5	100	5	100	5	100	7	100	6	100	6	100
Students who sought or applied for internships including those who withdrew from the application process	7	-	1	-	5	-	10	-	5	-	5	-	5	-	7	-	6	-	6	-

## Applying to the Ph.D. in School Psychology

### Application for Admission

Applicants who have or will be granted a Baccalaureate degree are eligible to apply to the PhD School Psychology program. Such applicants must meet the admission requirements of the graduate school, provide GRE scores (no minimum score), and submit the additional materials appropriate to the degree program desired (see graduate school and departmental application procedures for the Ph.D. in School Psychology below). 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 based on a comprehensive and holistic approach for admission to the Ph.D. in School Psychology program. These criteria include consideration of: GRE scores, previous undergraduate and graduate grade point averages, letters of recommendation, and personal written statements regarding professional goals and special background experiences highlighting diversity experiences. 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 do not only provide advisement regarding the

completion of program requirements, but also encourage and assist students in their professional development. Specifically, the core faculty assist each student in identifying a cognate and planning course work and experiences consistent with that cognate. In addition, faculty encourage and provide continual opportunities for students to participate in professional activities outside of the classroom context, including participation 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 health service psychology. We have applicants each year who enter with a master's degree, but typically most of the new students enter with only a bachelor's degree. We have approximately 15-50 applicants yearly who apply to the Ph.D. Program. We typically admit only those students that we are able to fund. The number of Ph.D. admissions is typically 6-8 per year. This number of students allows for a nearly 1:1 ratio with Core faculty, as well as a cohort to ensure class sizes are sufficient for interaction and will facilitate collaboration, learning, and socialization within each cohort.

## ***Graduate School Application***

Applicants must apply to the PhD program only through the Graduate School's application portal by the departmental deadline of **December 1<sup>st</sup>**. Students are only admitted once per year with a fall start for all cohorts in the program.

The Graduate School's application portal is:

<http://cms.bsu.edu/academics/collegesanddepartments/gradschool/admissions/application-process>

**Graduate School Application Portal:** Within the applications portal, indicate ***Program Selection of SCHOOL PSYCHOLOGY (PHD)*** as your program. The term available should show fall of the upcoming academic year. If you are currently enrolled as a graduate student at Ball State University, you must still submit an application to this program through the portal.

**\$60 application fee\* (updated fall 2017)**

**\*Note: McNair Scholars may waive the application fee**

**Application Materials include the following:**

**1. 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.

**2. 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. Use the code for BSU (R1051).

**3. Letter of Intent/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 diversity-related experiences.

**4. Three letters of recommendation:** We strongly urge you to follow up with your references to remind them of the deadline.

**5. Resume or CV**

**6. Writing sample(s)**

### ***International Applicants***

If you are not a United States citizen, your application must be evaluated and approved by Ball State Universities Rinker Center for International Programs as part of the process. Contact the Center at 765-285-5422 with questions. **The Center prefers to receive applications by November 1<sup>st</sup>** so that there is plenty of time to review your application prior to the departmental deadline of December 1st. The International Admissions Office will receive the application materials from the same admissions portal hosted on the Graduate School's admissions page. A separate application to the International Programs office is NOT required. See the international admissions information page for more information:

<http://cms.bsu.edu/admissions/international/graduate/application-requirements-and-procedures>

BSU Center for International Programs deadline: **November 1<sup>st</sup>**

### ***Application Review and Admission Process***

When the Graduate School has determined that the University's minimum requirements have been met, the School Psychology Core Faculty proceeds with the review process. Each completed application file is reviewed independently by each committee member. The first step in admission is to determine which prospective students to invite for an interview. No one criterion is the sole basis of a decision to invite prospective students for an interview; 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 also is evaluated. This step in the review process is typically completed by the last week in January. At this point, letters are sent to prospective students requesting that they participate in an Interview Day in mid-to-late February. Prospective students not meeting the admission criteria and/or whose

career goals are not considered consistent with the program's stated goals and objectives are sent letters informing them of the core faculty's decision.

Approximately 14 to 16 students are typically invited for an interview. The Interview Day is structured to allow prospective students and program faculty to interact in both formal and informal ways. The day starts with an overview of the doctoral program (e.g., course requirements, course sequence, program requirements, funding, faculty) and progresses to structured interviews with program faculty, a question and answer session with current students, and a tour of the Department and campus. The interview follows a flexible format and may be offered in virtual and in-person formats to avoid the costs of travel and also for situations where COVID-19 or other health precautions are advised for the general public.

During the structured interviews, faculty independently evaluate prospective student responses on a set of predetermined questions. Core faculty then meet, usually within a couple of days of the Interview Day, to make admission decisions. The core faculty come to a consensus on the top 7-8 prospective students to admit and typically make offers via phone calls after the meeting. A limited number of other qualified applicants may be placed on an alternate list and are offered admission if 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 no later than the first week in March but typically no later than April 15th.

## **Program Requirements**

### ***Doctoral Guidelines and Paperwork***

The doctoral guidelines and corresponding paperwork is included in [Appendix K](#). The paperwork in Appendix K corresponds to the sections below (Doctoral Committee Form, Plan of Study, Dissertation Signature Page, etc.). All students are required to double check and ensure that the forms are current based on the Graduate School's forms (see <https://www.bsu.edu/academics/collegesanddepartments/gradschool/tools-and-resources/forms>) at the time students are ready to submit their forms. The student's doctoral chairperson is also responsible for ensuring that student paperwork is completed and a copy given to the departmental administrative assistant (typically the Graduate Admissions Coordinator) to include in each student's file. The department staff member is typically aware of the latest forms that need to be completed and can provide students with electronic copies of the forms. However, it is the student's responsibility, not the department staff member's duty, to make sure that all necessary forms, deadlines, and procedures are completed in compliance with University guidelines. Forms must be submitted 5-10 business days in advance for most official program of study milestone meetings.

## ***Doctoral Committee***

A student's doctoral committee should be established by the end of the second year of graduate work ([Appendix K](#)). At admission, a member of the core faculty is assigned to serve as each student's academic advisor. The advisor meets with the student prior to the start of the fall semester and develops a preliminary plan of study. The faculty member will serve as the student's academic advisor until the student selects the Chair of his/her doctoral committee. The advisor may or may not eventually be the chair of the student's dissertation committee. This often depends on whether the advisor's area of expertise is relevant to the student's interest. However, the advisor will, in any event, be in a position to direct the student to faculty members with the most appropriate skills. Students also are encouraged to consult faculty other than the advisor on any matter of concern or interest to them. Once a student selects a chair and doctoral committee, the chair, along with the doctoral committee, develop the formal plan of study and will provide ongoing guidance regarding the student's academic program.

The doctoral committee must consist of either four or five members, depending upon the student's program of study. The committee will typically consists 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. Students are expected to develop a doctoral committee no later than the end of the spring semester of their second year.

## ***School Psychology Faculty Dissertation Load***

The school psychology faculty developed a dissertation load limit policy with the goal of helping students complete the dissertation in a timely manner. Limiting the number of committees any faculty member can chair helps ensure that each student receives the appropriate amount of support during the dissertation process and facilitates completion of the dissertation in a timely manner. In addition, this policy will ensure an equitable distribution of dissertation advisement among faculty. The following criteria will be followed by faculty:

For each incoming class, each faculty member may accept up to two students per cohort to serve as their dissertation chair.

Each faculty member may chair up to 10 total committees at any given time. If a faculty member exceeds the limit they may no longer accept any new students.

For this policy, co-chairing counts as chairing a committee.

This limit includes faculty members in educational psychology as it applies to school psychology students. That is, an educational psychology faculty member could agree to chair the dissertation committee of up to two school psychology students per year, chairing up to a total of 10 school psychology dissertation committees at any one time.

This policy went into effect for the 2010-2011 academic year.

Prior to approaching a faculty member and selecting a committee chair, it is recommended that students visit with the departmental administrators in the main office (TC 505) who keeps track of the number of committees each faculty member chairs.

## ***Plan of Study (Doctoral Degree Check Sheet)***

After developing a doctoral committee, students are expected to develop their Plan of Study (Doctoral Degree Check Sheet; [Appendix K](#)) and have it approved by their committee. The Plan of Study outlines the sequence of courses students will complete while in the program. In addition, the Plan of Study outlines the courses that will be completed to fulfill the identified cognate. The Plan of Study is expected to be completed and approved by the doctoral committee no later than the end of the fall semester of the 3<sup>rd</sup> year. It is important to note that the Plan of Study can be revised; however, all committee members must agree to the revisions. Typically, revisions are made when students change their cognate, a course that was going to be offered has been cancelled, and/or students decide to replace a course with another course that they are more interested in taking.

It is important to note that courses listed under the cognate area on the Doctoral Degree Check Sheet cannot also be listed under the specialization area (School Psychology). Specifically, courses cannot be used to satisfy both the specialization area course requirements and the cognate course requirements.

## ***Credit Requirements***

The program requires a minimum of five academic years of full-time study beyond the baccalaureate degree, including four years of full-time coursework (including summer courses) and a one-year internship. The graduate school requires students to complete, including the dissertation, a minimum of 90 semester hours of graduate work beyond the bachelor's degree (Graduate Catalog). However, the doctoral program in school psychology requires students to complete, including the dissertation, a minimum of 130 semester hours of graduate work beyond the bachelor's degree.

If a student will defend a dissertation prior to completing the 10 hour requirement the student should meet with their chair who will discuss the situation with the Director who will contact the Graduate School. The preferable way for this to occur is for the chair to advise the student to be sure the student has 10 hours appropriately allocated.

Students should register for three hours of internship for each semester for which they are on internship. The fall and spring hours (spring, specifically) will carry over into summer to allow the student to be considered an "active" student per graduate school rules if they complete internship during the summer session.

## ***Advanced Graduate Status***

After the student has earned a minimum of 12 hours of graduate credit beyond the master's degree with outstanding scholarship at Ball State and has had the plan of study approved by his or her committee, the student will be admitted to advanced graduate status ([Appendix K](#)).

## ***Practica***

### ***Practicum Settings***

Doctoral students complete required second year practicum in two settings: The Muncie Community Schools (Primary) and the Psychoeducational, Diagnostic, and Intervention Clinic (PDIC). In 2009, the program adopted two elementary schools (Grissom Elementary and Sutton Elementary) in Muncie, Indiana with the highest percentage of ethnic minorities in the area. Both schools also have a high percentage of students receiving the reduced lunch program. In addition, Grissom Elementary houses the low-incidence classrooms for the Muncie Community Schools (MCS). Sutton Elementary was consolidated by Muncie Schools in May 2017, and East Washington Academy is the new Muncie Schools elementary site practicum setting to replace Sutton beginning in fall 2017. East Washington Academy is a downtown public school serving a low-income, high racial diversity population of students. East Washington Academy is the site for the district's high ability program. High ability students are eligible for the program based on identified high abilities in academics, music, or arts. East Washington Academy also houses low-incidence disability programs and other special education programs.

The PDIC is located in the basement level of Teachers College, which is the same floor as the Counseling Psychology practicum clinic. The PDIC provides psychological assessments to children, adolescents, and adults in Central Indiana, with the majority of referrals coming from the Ball State community (e.g., students, faculty, staff, faculty children) and Muncie, Indiana. MCS offers students opportunities for consultation and prevention as well as psychological assessments. There is an emphasis on providing empirically supported interventions to clients. MCS provides office space for practicum students. The services offered by the students supplement those provided by each school's school psychologist. Although the PDIC provides psychological assessment services at a greatly reduced cost, the primary objective of the clinic is student training.

### ***Practicum Sequence***

The prepracticum and practicum sequence is integrated with coursework. During the first two semesters in the program, students complete courses in assessment (cognitive, academic, and personality), consultation, psychopathology, and professional issues in school psychology, as well as other foundational psychology courses. Students also take prepracticum in school psychology (first semester) and prepracticum in consultation (second semester), where the focus is on observing classrooms, case conferences, and evaluations. Students also shadow school psychologists and more advanced students. The primary objective of prepracticum is to become oriented to the practice of school psychology and begin to become familiar with professional practice.

During practicum, students are required to attend weekly seminars planned by the practicum coordinator (Dr. Sarah Wright Harry). Weekly meetings allow for specific coverage of relevant topics as well as a forum for students to share and discuss their various experiences. In addition, students receive one-on-one, face-to-face supervision for at least one hour week with the course instructor and individually with a licensed psychologist to provide one hour of supervision for all services provided to MCS. The practicum evaluation rubrics are included in [Appendix C](#).

During the first summer of their program, students complete a psychological evaluation within the PDIC under the direct supervision of an advanced doctoral student. The supervision is one-on-one and intensive with the goal of preparing students for the 2<sup>nd</sup> year practicum experience in the MCS and PDIC. Also, in the summer, students complete courses in applied behavior analysis, behavior consultation, and statistics.

The practicum is directly linked to the program's goals and objectives. Students must demonstrate competencies specific to all program objectives during the practicum year. Specifically, practicum affords students the opportunity to demonstrate skills and competencies in such areas as assessment, prevention, intervention, consultation, evaluation and research in response to a number of problem situations within the schools. Students also must show the ability to implement and evaluate evidenced-based interventions.

## ***Practicum Hours***

The total minimum number of practicum hours required of all Ph.D. students is 550. These hours are in addition to hours required for individual testing courses such as EDPS 651 and EDPS 654. Of the 550 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.

## ***Advanced Practicum Experiences and Externship***

The program also provides externship and a practicum in evidence-based interventions to further develop competencies across integrated domains of health service psychology. In the externship, EDPS 791: Internship in School Psychology, students complete a 600 hour school-setting experience (NASP requirement) prior to completing a traditional doctoral level internship in health service psychology. Externships typically are reserved for third and fourth year doctoral students, and these externships are completed as part of a paid graduate assistantship tied to EDPS 791: Internship in School Psychology. The program has developed partnerships with several school districts close to Ball State and students can request to be matched with a school when the school psychology core conducts the graduate assistantship match each spring. Students must enroll in EDPS 791: Doctoral Internship in School Psychology for two consecutive semesters and attend weekly seminar classes, which include didactics and group supervision. Students also must receive weekly one-on-one, face-to-face

supervision by a licensed school psychologist or a licensed psychologist for a minimum of two hours per week. They engage in assessment, consultation, and academic and some behavioral interventions, along with professional practice domains of ethical and legal practice, diversity and culturally sensitive practice. EDPS 778: Practicum in Evidence-Based Interventions is intended to coordinate with EDPS 791 for a more integrated experience across all domains of health service psychology as part of supervised experience and training within the same setting. However, students may elect to take these courses separately or concurrently.

## ***Development of Professional Disposition***

Professional disposition is an important component of practice in School Psychology. The school psychology programs at Ball State affirm that it is our responsibility to articulate and demonstrate the professional 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 influence 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, clients, families and supervisees. Opportunities to develop these behaviors are embedded in our courses, practica, externships 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).

## ***Research Requirement***

Contributing work to a scholarly audience is a program requirement. This requirement must be fulfilled and approved by the doctoral committee as part of the eligibility to sit for comprehensive preliminary exams. Doctoral students are required to present a poster or paper at a national or regional professional meeting (e.g., American Psychological Association, National Association of School Psychologists, National Academy of Neuropsychology), submit a manuscript for possible publication in a refereed journal, or write a book chapter prior to completing their prelims. Reviews and content synopses (e.g., encyclopedia entries, definitions, abstracts) will not meet this requirement. Students

must be the senior author on posters or papers presented at national or regional conferences. However, students do not have to be senior authors on manuscripts submitted to refereed journals for possible publication or book chapters. It is acceptable to be a co-author.

## ***Procedures for Completion of Comprehensive Exams for PhD in School Psychology***

Procedures for Preliminary Comprehensive Exams: PhD in School Psychology  
Approved April 24, 2019, revised May 11, 2021 by School Psychology Core

### **Comprehensive Examinations**

(From the 2018-2019 Graduate Catalogue, pages 28-29)

While the departments and academic units that house each doctoral program will determine the comprehensive examination format that is most appropriate for each respective discipline, all comprehensive examinations must meet the following general guidelines:

- A student must be in good academic standing to sit for the examinations. Good academic standing means that a student cannot be on academic probation and must have a cumulative GPA of at least 3.2.
- The comprehensive exam is one examination consisting of two parts, one written and one oral.
- The written examination will be taken during one week; exceptions must be approved by the program director and the student's doctoral committee. The oral examination will be taken within three weeks (exclusive of vacation periods) of the written examination.
- The examining committee will be made up of a minimum of four members with full graduate faculty membership and will evaluate the student's performance. The examining committee will decide if the student's written examination is of sufficient quality to proceed to the oral examination. All committee members responsible for the oral portion of the examination must participate in the orals unless excused in advance by the graduate dean.
- After completion of the orals, the committee decision for the entire examination will be either "pass" or "fail." A student may pass the entire examination with one dissenting vote. However, if two or more committee members dissent, the student fails the entire examination.
- The examining committee chairperson will send written notification of the outcome of the comprehensives to the student and the dean of the Graduate School after the completion of the orals.
- In the case of a failed comprehensive examination (see definitions below), the examining committee chairperson's written notification will include a statement of the reason or reasons for the failure and the time specified before the next examination.
- A failed comprehensive examination is defined as one of the following: 1) failure of both the written and oral portions; 2) failure of the written portion if the examining committee determines that the student should not proceed to the orals; or, 3) failure of the oral portion if

the examining committee determines that the student was unable to correct deficiencies in the written portion. If the student meets any of the definitions of a failed exam, the entire exam (both written and oral portions) must be repeated.

- A failed comprehensive examination may be repeated only one time. The committee members who administered the first examination will also administer the retest.
- A student who fails to pass the second examination is ineligible to continue and is dismissed from the doctoral program.
- Exceptions to the above guidelines must be approved in advance by the dean of the Graduate School.

### **School Psychology Policies and Procedures**

Prior to taking the written examination, the student must have met the Research Competency requirement and have completed and have on file a passing score (currently 147) on the Praxis School Psychology exam (Passing score was 165 or higher between 2008-2014). This is typically completed between the second and third years of the program.

The written exams will take place within the first four to six weeks of either the fall or spring semester. Exams in summer session are not expected and are solely up to the discretion of the chair and availability of the committee. Students are permitted 6 hours to complete the school psychology written exam. The written exam may be scheduled in blocks of time no greater than 6 hours, such as for two 3-hour blocks or one 6-hour block. Cognate written exams are scheduled separately and arranged by the cognate representative, with input from the chair and the student. The school psychology and cognate written exams must be submitted within the same week. Oral exams must take place within three weeks of the final date of the written exam. The student and the chair will agree to the date for written exams. The oral exams are scheduled with input from the entire committee. **Students must notify the chair and the program director of intent to take preliminary comprehensive exams the semester prior to when the student intends to take the exams.**

**All materials used for the purpose of preliminary comprehensive exams, including the case examples, MUST NOT be shared with other students at any time. Sharing exam materials is a serious matter and is considered academic dishonesty. Students sharing any exam materials would be treated in accordance with university ethics policies.**

(see <https://www.bsu.edu/-/media/www/departamentalcontent/associateprovost/pdf/academic%20ethics/student%20academic%20ethics%20policy%20final.pdf?la=en> )

The student is responsible for making arrangements for:

- (1) coordinating a time and day to take the written exam with input from the chair,
- (2) reserving a room to take the written exam,
- (3) reserving a computer without internet access for the purpose of the exam,
- (4) scheduling the oral exam and reserving a room to hold the exam, and

(5) making arrangements at **least one week in advance** with the Graduate Admissions Coordinator to obtain the official university documents related to comprehensive exams.

Students may bring a reference list in APA format with them to the written exam. **Students are expected to prepare for the exams independently from other students.** Students are encouraged to discuss procedures or professional competencies addressed on the exam with their chair and any members of the School Psychology Core.

**Four weeks (28 calendar days)** prior to the written exams the chair will provide the case reports (2 versions; school and clinic) and the entire list of competency questions for the exam. The PhD Program Director maintains the current version of cases and exam competency questions. Committee chairs should obtain this document from the PhD program director.

**Students are expected to independently prepare responses, including creating a reference list in APA format. Students may bring the reference list, but not other materials, to the exam.**

**The chair may decide whether to permit the student to select options within the competency areas with choices on the date of written exams, or whether the chair will select the specific prompts the student must respond to on the date of the written exam.**

The chair proctors the written exam, including checking and approving the reference list the student brings to the exam.

The chair will use a USB drive to gather the student's written responses from the student on the day of the exam. The chair will send the written exam responses to the committee at the conclusion of the written exam. The cognate representative will send the written responses to the cognate exam to the committee.

The committee decides if the student passes or fails the written exam, and if the student passes, the oral exam will proceed.

The committee decides at the end of the oral exam whether the student passed or failed the exam. The student must pass both portions of the exam in order to pass preliminary exams.

**The school psychology portion of the exam should be considered passing if the student is able to provide adequate responses in all profession-wide competency areas of health service psychology addressed in the exam.**

#### **Criteria for passing School Psychology portion of exam**

**To be considered passing, students must have a rating of “meets expectations” or higher in all standards.**

“Meets expectations” generally includes the capacity to describe and elaborate their independent thinking process, demonstrate knowledge and application of relevant literature, and integrate science and practice across competency areas.

The doctoral committee makes the decision on pass/fail (see doctoral handbook and Graduate School catalogue).

Standard	Operationalized Definition of Standard	Below Expectations	Meets Expectations	Exceeds Expectations
		Fails to demonstrate competence at the time of preliminary comprehensive exams	Demonstrates adequate, expected level of competence at the time of preliminary comprehensive exams	Demonstrates exceptional competence at the time of preliminary comprehensive exams
<b>i) Research<sup>2</sup></b> <b>Student submitted artifact and chair verifies</b>	<ul style="list-style-type: none"> <li>• Demonstrate the substantially independent ability to formulate research.....</li> <li>• Conduct research or other scholarly activities.</li> <li>• Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation.....</li> </ul>	•	•	•
<b>ii) Ethical and Legal Standards</b>	<ul style="list-style-type: none"> <li>• Be knowledgeable of and act in accordance with each of the following:               <ul style="list-style-type: none"> <li>○ the current version of the APA Ethical Principles of Psychologists and Code of Conduct;</li> <li>○ Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels</li> <li>○ Relevant professional standards and guidelines.</li> </ul> </li> <li>• Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.</li> <li>• Conduct self in an ethical manner in all professional activities.</li> </ul>	•	•	•
<b>iii) Individual and cultural diversity (see supplemental materials to evaluate)</b>	<ul style="list-style-type: none"> <li>• An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.</li> <li>• Knowledge of the current theoretical and empirical knowledge base as it relates to <b>addressing diversity in all professional activities</b> including research, training, supervision/consultation, and service.</li> <li>• The ability to <b>integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles</b> (e.g., research, services, and other professional activities). This includes the ability.....</li> <li>• <b>Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.</b></li> </ul>	•	•	•
<b>iv) Professional values, attitudes, and behaviors</b>	<ul style="list-style-type: none"> <li>• Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, .....</li> <li>• Engage in self-reflection regarding one’s personal and professional functioning.....;</li> <li>• Actively seek and demonstrate openness and responsiveness to feedback and supervision.</li> <li>• Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.</li> </ul>	•	•	•
<b>v) Communications and interpersonal skills</b>	<ul style="list-style-type: none"> <li>• Develop and maintain effective relationships with a wide range of individuals.....,</li> <li>• Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.</li> <li>• Demonstrate effective interpersonal skills and the</li> </ul>	•	•	•

<sup>2</sup> Students must submit an artifact to document meeting the research competency in order to qualify to sit for preliminary comprehensive exams.

	ability to manage difficult communication well.			
<i>vi) Assessment</i>	<ul style="list-style-type: none"> <li>• <b>Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics;</b> collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.</li> <li>• <b>Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.</b></li> <li>• <b>Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.</b></li> </ul>	•	•	•
<i>vii) Intervention</i>	<ul style="list-style-type: none"> <li>• Establish and maintain effective relationships with the recipients of psychological services.</li> <li>• <b>Develop evidence-based intervention plans specific to the service delivery goals.</b></li> <li>• <b>Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.</b></li> <li>• <b>Demonstrate the ability to apply the relevant research literature to clinical decision making.</b></li> <li>• Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.</li> <li>• Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.</li> </ul>	•	•	•
<i>viii) Supervision This area not assessed in preliminary comprehensive exam</i>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of supervision models and practices.</li> </ul>	• N/A	• N/A	• N/A
<i>ix) Consultation and inter-professional/inter-disciplinary skills</i>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge and respect for the roles and perspectives of other professions.</li> <li>• Demonstrates knowledge of consultation models and practices.</li> </ul>	•	•	•

### **Guidelines for distance and virtual meetings**

Doctoral meetings, including preliminary comprehensive exams and doctoral committee meetings will follow the policies outlined by the Graduate School. See <https://catalog.bsu.edu/2021-2022/Graduate-Catalog/The-Graduate-School/Distance-Conferencing-Guidelines-for-Oral-Comprehensive-Exams>

## ***Admission to Candidacy for the Doctoral Degree***

Students may apply for admission to candidacy for the doctoral degree after completing a minimum of 30 hours of graduate work beyond the master's degree with an outstanding scholastic record, satisfactorily passed the comprehensive examinations, and submitted a satisfactory plan for the

## ***Internship***

Students must have successfully completed all practicum requirements, preliminary examinations, and have their doctoral dissertation proposal approved prior to applying and accepting an internship. The Director of Doctoral Internships (Dr. Sander) approves all internship placements. During the fall semester (typically in late August), the Director of Clinical Training conducts a mandatory meeting for all students who are interested in applying for an internship for the following year. All doctoral students also are encourage to attend to gain an early understanding of the requirements prior to applying for an internships and to gain understanding of the application process. During this meeting, the program's internship requirements, the process for applying for APA accredited and APPIC member internships, and the timeline for applying for internships are reviewed.

During the past ten years all of our students completed paid internships. The three primary options for the past 10 years of intern cohorts has included only: APA accredited sites, APPIC Member sites (non-APA accredited), or CDSPP criteria sites, typically the Ball State University Internship Consortium, which has existed as an affiliated internship with this doctoral program since 1990. 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 weekly supervision with a doctoral-level psychologist, access to a cross section of clients/students (based on age, ethnicity, exceptionality), and provision of a range of services consistent with the practice of health service psychology and APA standards.

APPIC member and APA accredited internships are emphasized. Even if a student has not pursued an APPIC member or APA approved internship, students are required to complete internships that meet the same requirements in terms of direct contact hours, total internship hours, provision of supervision, at least two licensed psychologists as supervisors, and total length as APPIC member sites. An internship will not be approved by the Program Director unless it meets the criteria endorsed by the Council of Directors of School Psychology Programs (CDSPP).

## **BSU School Psychology Internship Consortium**

The BSU School Psychology Internship Consortium provides internship opportunities for students. Dr. Sander is the Director of Internship. The consortium is listed in the Council of Directors of School Psychology Programs (CDSPP) Internship Directory and is designed to meet the internship requirements of APPIC members. The Core Faculty and leadership team of site directors maintains oversight of the internship ensuring the quality of the internships. Each intern must have at least two licensed psychologists as supervisors, attend weekly group supervision, participate in weekly seminars, and complete at least 2000 hours of internship over no less than 12 months. In addition, each intern is required to receive no less than two hours of individual, face-to-face, supervision from a licensed psychologist each week and two hours of group supervision each week. There must be at least two interns participating in the consortium each year. Students are required to enroll in EDPS 792: Doctoral Internship in Professional Psychology (6 credit hours) as part of consortium.

Current sites for 2020-2021 BSU Consortium include Fort Wayne Neuropsychology and Open Door Health Services. Site members for the BSU Consortium in 2016-2017 or 2017-2018 included: Anchor Behavioral Counseling, LLC, Open Door Health Services, Center for Autism Spectrum Disorder, Fort Wayne Neuropsychology, and two school districts. There are two current interns in 2020-2021. There were three interns participating in the BSU Consortium in 2015-16, 2016-17, and 2017-18 cohorts. All interested students who wish to obtain an internship with the BSU Consortium must apply. The deadline for applications is December 1<sup>st</sup>. Three positions are reserved for BSU school psychology doctoral students, but other students from APA accredited programs in school, clinical or counseling are eligible to apply. The BSU Consortium maintains a separate document as its operations manual. The Consortium Manual is located via a link on the menu at the School Psychology Doctoral Program website and is also available by request (email Dr. Sander: [jbsander@bsu.edu](mailto:jbsander@bsu.edu)).

### ***Important dates and timelines for applying to doctoral level internships***

**The program requires all students to have successfully defended their dissertation proposal prior to submitting an application for an internship.** Many APPIC internships have applications dates as early as the last week in October, and many are due November 1<sup>st</sup>. Due to the within-department policy of distributing the completed dissertation proposal in its final format to the committee a full 2 weeks prior to the proposal defense meeting, the dissertation proposal itself is a very important component to consider in the application to internships. Many students are working at the same time to meet these APPIC application dates. Faculty are often on multiple committees. This means early planning and clear communication about the dates and timeline is essential between the student, the chair, and the overall committee. The school psychology core strongly recommends that all students who plan to apply to APPIC internships in fall should submit a complete final draft of their dissertation proposal to their chair by **September 1<sup>st</sup>** to ensure they will be on track and able to set the dissertation proposal defense meeting in light of other program and faculty obligations during this busy time of the academic year.

Suggested timeline for meeting dissertation and internship application deadlines:

Fall of year 3: Confirm dissertation topic with chair and begin preliminary writing and literature reviews  
Spring of year 3: ID 705 course serves to create a dissertation proposal draft; meet with chair weekly to make steady progress during the course  
Summer after year 3: finalize dissertation proposal  
Beginning of fall year 4: September 1<sup>st</sup> recommended date; submit finalized dissertation proposal to chair  
October 1 of year 4; submit finalized dissertation draft to committee and set dissertation proposal date to hold the meeting prior to October 20<sup>th</sup> if possible.  
October 25-November 1<sup>st</sup> year 4: First wave of APPIC applications to internship due

## ***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 students 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 proposal approved by the committee before students enrolls for Dissertation (DISS 799) or Internship (EDPS 792). The curriculum requires 10 credits of DISS 799. Students discuss timing of these credits with their chair. It is typical for students to take DISS 799 credits prior to final proposal defense and to receive "NC" grades for each semester of DISS 799 until the final dissertation defense. At the time the student successfully defends and submits their final dissertation document the chair of the committee will submit grade change forms to change all "NC" to "C" grades.

## **Dissertation Proposal**

The dissertation proposal must consist of Chapters 1- 3: Introduction, Literature Review, and Methods. The expectation is that the proposal will consist of three complete chapters and not abbreviated chapters. The approved proposal cannot be a prospectus of the full proposal. If a student chooses to use the paper option as part of his/her comprehensive exams (cognate) it is important to note that it may be related to the student's dissertation topic; however, the paper cannot be used directly as any chapter of the dissertation. **Students must provide a copy of the proposal (electronic) to all committee members at least two weeks prior to the dissertation proposal meeting.**

## **Dissertation Final Examination**

Each doctoral candidate takes a final oral examination covering the dissertation. The oral examination will be administered by his/her committee. The time and place of the defense must be announced to the University community at least ten days in advance. Students must provide a copy of the dissertation (electronic) to all committee members at least two weeks prior to the final examination. No defense will be conducted without all committee members present, unless prior consent is granted by the

graduate dean in consultation with the chairperson of the examining committee and the absent committee member. 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 (see graduate school requirements for electronic submission of the dissertation).

## **Student Annual Review and Retention**

School psychology faculty meet annually (spring semester) to review all students in the doctoral program. Students' progress in the program are assessed consistent with the program's five goals ([Appendix A](#)). Core faculty members discuss student performance in required courses, as well as information from practicum supervisors and departmental faculty concerning performance and professional work characteristics in contexts related to completed coursework, practicum, and assistantships. Departmental faculty who are assigned a school psychology student as a graduate assistant also are asked to evaluate the student's work performance ([Appendix M](#)). In addition, all faculty chairing a doctoral committee of a school psychology student are asked to update the school psychology core faculty regarding the student's progress in the program (e.g., timelines for completing the Plan of Study, the comprehensive exams, and the doctoral dissertation).

Based upon the aforementioned information, the school psychology core complete three rubrics of student progress ([Appendix N: Annual Review Rubrics](#) ). The first rubric (Ph.D. Program Goals Rubric) assesses students' progress related to the program's five goals over the past year. This rubric has been used since the 2010 – 2011 academic year. This rubric is completed each year (up to five years) the student is in the doctoral program. The second rubric (Program Disposition Assessment) assesses students' professional disposition in areas of engagement, responsibility, motivation, ethics, respect, flexibility, and diversity over the past year while the student is on campus and completing the prepracticum, practicum, and externship. The third rubric (BSU Disposition Assessment Rubric) is required by Ball State and is completed once while a student is in the doctoral program—typically immediately following comprehensive preliminary examinations. In addition, students' completion of program requirements (e.g., forming a Doctoral Committee, developing a Plan of Study, completing Comprehensive Exams, Dissertation Proposal, Dissertation, and overall time to completion) also are reviewed. The rubric assessments are entered into the university's student data management system (TK20) for students to access and review.

In addition, each student receives a letter indicating the annual review has been conducted by the school psychology core faculty. The letter provides a brief overview of the ratings, outlines achievements, and identifies program requirements that still need to be completed (if needed). In addition, if the school psychology core identify areas in need of improvement or remediation, they are included in the letter. Remediation plans are formed with student input, so in the event the annual review letter indicates a need for development of a remediation plan, this will be included in the letter, along with due process reminders to ensure the student is aware of the procedures. The Director (Dr. Sander) is responsible for writing the letters within two weeks after the annual review. A copy of the letter will be placed each student's permanent file and students will be provided with a copy of the

letter. The Director also is responsible for entering the ratings into TK20 within two weeks after the annual review.

## **Remediation**

Typically, students will be referred to the Director or a core faculty member to discuss areas identified by faculty that need to be addressed. The majority of issues identified by the school psychology core faculty are related to completing program requirements. Therefore, students are often requested to meet specific timelines related to developing a committee, developing a Plan of Study, completing comprehensive exams, completing the dissertation proposal, or completing the doctoral dissertation.

When program faculty identify areas related to professional disposition that need to be addressed, students are often asked to meet with the Director, their academic advisor, and/or a core member. The majority of these discussions are conducted informally with the goal of sharing core faculty views related to how students can make improvements over the course of the next year.

When school psychology faculty identify areas that require remediation, students are notified in the annual letter to meet with the School Psychology Doctoral Program Director, their faculty advisor, a core faculty member, and/or course instructor to develop a remediation plan. Usually, a remediation plan is needed when attempts by the practicum supervisor/coordinator, internship supervisor, or course instructor have not been successful in addressing the areas of concern. The most common areas that have required a remediation plan have been completing psychological evaluations in a timely manner, completing practicum requirements, not completing course requirements, or demonstrating competencies in specific clinical skills (e.g., diagnostic interviewing skills, assessment skills, consultation skills). Typically, if students are having difficulties completing the requirements of a specific course, the instructor of the course will be involved in meeting with the student and developing a remediation plan. The remediation will include clearly identified observable objectives, a clear timeline for completing the objectives, and behaviorally anchored assessments. The remediation plan also will include the consequences when the inadequacies identified by the core faculty are not rectified. In addition, all remediation programs will be positively stated. The remediation plan is developed with input and in collaboration with the student. The primary focus of remediation plans is to help identify the most appropriate methods to help the student, complete program requirements, obtain competencies, and be successful in the program. If the student disagrees with the remediation plan, the student can request in writing that the school psychology core faculty review the plan and assist in the development of the remediation plan. If a student disagrees with the need for a remediation plan, he or she can follow the due process procedures of the program and University. Complete procedures are available below in the Student Review and Retention Policy of the School Psychology Programs and Student Review, Due Process, and Grievance Policy. A copy of the agreed-to remediation plan is placed in the student's file.

### ***Remediation Plans Not Related to the Yearly Annual Review***

At times, a remediation plan may be required during the year not related to the yearly annual review. A school psychology core faculty member, faculty member from the department, a practicum supervisor, or internship supervisor may raise an issue related to a specific student's performance or professional disposition at any time during the year. When this occurs and the school psychology core determines a remediation plan is warranted without waiting for the yearly annual review, the student is notified in a letter to meet with the Director (Dr. Sander), their faculty advisor, a core faculty member, and/or course instructor to develop a remediation plan. Usually, a remediation plan is needed when attempts by the practicum supervisor, internship supervisor, or course instructor have not been successful in addressing areas of concern. The most common areas that have required a remediation plan have been completing psychological evaluations in a timely manner, completing practicum requirements, not completing course requirements, demonstrating competencies in clinical skills (e.g., diagnostic interviewing skills, assessment skills, consultation skills). Typically, if students are having difficulties completing the requirements of a specific course, the instructor of the course will be involved in meeting with the student and developing a remediation plan. The remediation will include clearly identified objectives, a clear time-line for completing the objectives, and behaviorally anchored assessments. The remediation plan also will include the consequences of not rectifying the inadequacies identified by the school core. In addition, all remediation programs will be positively stated. The remediation plan will be developed with input and in collaboration with the student. The primary focus of remediation plans are to help identify the most appropriate methods to help students, complete program requirements, obtain competencies, and be successful in the program. If the student disagrees with the remediation plan, the student can request in writing that the school psychology core faculty review the plan and assist in the development of the remediation plan. If a student disagrees with the need for a remediation plan, he or she can follow the due process procedures. Complete procedures are available below in the Student Review and Retention Policy of the School Psychology programs and Student Review, Due Process, and Grievance Policy. A copy of the remediation plan will be placed in the student's file.

Note: DISS 799 grades of "NC" for students who are working on their dissertations but have not yet finished are not considered atypical performance and do not typically result in remediation.

## ***Termination Policy***

Students must demonstrate the highest professional standards at all times while pursuing the doctoral degree. In addition, students must display a high level of professionalism during prepracticum, practicum, and internship. During these applied experiences, the student is expected to conform to established program, school, and clinic (Psychoeducational, Diagnostic, and Intervention Clinic, Neuropsychology Lab) policies to insure student/client safety and well-being, and to exhibit professional behavior that is consistent with the professional standards outlined by the American Psychological Association and the National Association of School Psychologists. When it appears that a student is seriously deficient in meeting these expectations, a request may be made by faculty, the school supervisor, clinic directors, or by the University supervisor to terminate the student and remove him/her from the program. Reasons for dismissal from the doctoral program may include, but are not limited to, the following:

Lack of responsibility in fulfilling program requirements  
Behaviors indicating an attitude of indifference or hostility  
Poor written or oral language skills that interfere with provision of psychological services  
Limited clinical competency (i.e., chronically unprepared, poorly developed diagnostic skills, poorly developed interview skills, poor assessment skills, etc.)  
Poor interpersonal skills with peers, a school's students, clients, faculty, and/or staff  
Violation of program or school policies, procedures, rules, regulations, or code of ethics  
Lack of appropriate professional attitude or behavior in an educational or clinical setting  
Mental health issues (e.g., paranoid schizophrenia, bi-polar disorder, personality disorder) that interfere with providing psychological services and/or place students/clients at-risk or at harm  
Addiction (e.g., alcohol, marijuana, gambling)  
Conviction of a felony (e.g., stealing, assault, child sexual abuse)  
Inability to officially document prior degrees (bachelor's degree, master's degree)  
Plagiarism

The procedures for termination are outlined in Appendix O. All students are required to review the termination policy and sign that they have ready it during the first orientation meeting (This policy effective Fall 2011).

### ***Electronic Systems for Tracking Student Progress: TK20***

**Note: TK20 was phased out abruptly in summer 2020; the program uses individual files and program annual review and program milestone tracking for documenting all student progress. The program keeps files separately from university data management systems as standard program practices.**

**Note: rGrade was the former student data tracking system phased out at Ball State starting fall 2016. The program used TK20 2016-2020. The university revised the student data management system in 2020-2021 and there are lingering inconsistencies within that system. The program retains hard copy and electronic records of all summative profession-wide competency evaluations and annual evaluations of students in the permanent files and maintains those records indefinitely.**

All programs at Ball State use student data management systems to electronically store student assessment data and help track student progress at learning goals. Students have access to their own course and/or program-specific rubrics and assessments at any time within the system. Students are expected to review, discuss with faculty, and understand the criteria that are being used to evaluate them. Likewise, programs and the faculty can monitor the effects of curricular changes and evaluation criteria to determine whether they are accomplishing what is expected from professional training. Advanced programs like school psychology have at least three decision points (DP) that divide professional preparation into segments defined by programmatic levels. Although some programs have decision points equivalent to each year of a program, such as the Ed.S. in School Psychology, this is not required. Our doctoral program has 5 decision points from DP 0 for admission data to DP 4

that includes completion of the dissertation and doctoral internship. The use of the decision point structure is designed to give students a clear picture of the key training levels of the program and explicit feedback as to the student's level of success in achieving professional preparation. Consequently, evaluation of student progress is intended to be consistent, transparent, and fair. Data inputted for decision points can include course grades, specifically identified course assignments, or program level evaluations unrelated to specific coursework. The core faculty have reviewed the structure of the decision points and the selection of data to be stored for program analysis.

Essentially, content selected is related to knowledge and skills associated with professional training objectives. Specifically, data from practicum evaluations, internship evaluations, report grading rubrics, consultation rubrics, etc. are stored in the student data system. Instructors who have specific DP assessments (directly linked to the program's goals and objectives) within their courses are responsible for inputting that data into the system where it is imported into the program's site. Program assessments (such as the annual student review) or accomplishments not related to a course (completion of the dissertation proposal) are inputted by the Director. Once data is saved in TK20 it can be analyzed by cohort or across cohorts to determine the effectiveness of our training model. This improves accountability and documents whether the program is accomplishing its aims and supporting its purported goals and objectives. For example, in 2016, program faculty reviewed student performance on the intervention rubric from practicum and determined that students were not performing as well as expected on academic evidenced-based interventions. As a result, the program revised the curriculum to enhance interventions related to improving the achievement of children and has seen increased proficiency in the rubric ratings and an increase in Praxis scores in the area of intervention.

The PhD Program areas of APA areas of Discipline-Specific Knowledge, Profession Wide Competencies, as well as the Program Disposition are included in the systematic annual review and TK20 data management system. The areas of student evaluation and program self-assessment connected to student outcomes are included in [Appendix A](#), [Appendix M](#), and [Appendix N](#).

## **The Code of Student Rights and Responsibilities**

### ***Equal Opportunity and Affirmative Action Policy***

Ball State University provides equal opportunity to all students and applicants for admission in its education programs, activities, and facilities without regard to race, religion, color, sex (except where sex is a bona fide qualification), sexual orientation, physical or mental disability, national origin, ancestry, or age. More detailed information concerning this topic may be found in the Graduate Student Handbook offered by the graduate school.

Ball State offers equal opportunity to all employees and applicants for employment in its recruitment, hiring, retention, promotion, tenure, transfer, layoff, return from layoff, training, and other employment decisions and in its compensation and benefits programs without regard to race, religion, color, sex (except where sex is a bona fide occupational qualification), sexual orientation, physical or

mental disability, national origin, ancestry, age, or citizenship (for U. S. citizens and protected lawfully-admitted foreign nationals).

The University also takes affirmative action to employ and advance minorities, women, qualified disabled persons, and qualified disabled veterans and veterans of the Vietnam era. Information concerning the University's affirmative action programs can be obtained from the Office of University Compliance, Ball State University, Muncie , IN 47306.

Each line administrator is responsible for ensuring that educational and employment decisions are made and implemented in accordance with the University's equal opportunity and affirmative action policy. All persons involved in the decision-making process, including members of faculty and other employee committees, shall act in a nondiscriminatory manner. The Office of University Compliance is responsible for developing, coordinating, and implementing policies and procedures for institutional compliance with all applicable federal and state equal opportunity laws and regulations and for preparing and monitoring compliance with required affirmative action programs.

Complaints regarding unlawful discrimination should be filed within 45 calendar days following the alleged act or incident giving rise to the complaint in the Office of University Compliance in accordance with the Ball State University Equal Opportunity and Affirmative Action Complaint Investigation Procedure and Appeal Process. A copy of this document may be obtained by contacting the Office of University Compliance.

The president will review the University's equal opportunity and affirmative action policy and programs at least once each year, measure progress against the objectives stated in the affirmative action programs, and report findings and conclusions to the Board of Trustees.

### ***Statement on Sexual Harassment***

1. Harassment on the basis of sex is a form of illegal sex discrimination. Sexual harassment in employment violates Title VII of the Civil Rights Act of 1964, as well as state law. Student-on-student sexual harassment and sexual harassment directed toward a student by a University employee violates Title IX of the Education Amendments of 1972.

2. Ball State University will not tolerate sexual harassment of students or employees by members of its faculty or staff, its students or by other agents of the University and will respond in a suitable manner to every complaint.

3. The University has adapted the Equal Employment Opportunity Commission (EEOC) definition of sexual harassment for our academic community: Sexual harassment is defined as any unwelcome sexual advance, request for sexual favor or other unwelcome verbal or physical conduct of a sexual nature, whether committed on or off campus, when:

3.1 submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment or participation in a University-sponsored education program or activity;

3.2 submission to or rejection of such conduct by an individual is used as the basis or threatened to be used as the basis for employment decisions or academic decisions or assessments affecting an individual; or

3.3 such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile or offensive working or educational environment. Such conduct will typically be directed against a particular individual or individuals and will either be abusive or severely humiliating or will persist despite the objection of the person targeted by the speech or conduct.

Sexual harassment includes but is not limited to situations where one person has authority over another. In such situations, sexual harassment is particularly serious because it may unfairly exploit the power inherent in a faculty member's or supervisor's position.

4. Sexual harassment can be verbal, visual, physical or communicated in writing or electronically. Some conduct obviously constitutes sexual harassment – such as a threat that a grade or promotion will depend on submission to sexual advance. But whether particular conduct constitutes sexual harassment will often depend upon the specific context of the situation, including the participants' reasonable understanding of the situation, their past dealings with each other, the nature of their professional relationship (e.g., supervisor-subordinate, colleague, etc.) and the specific setting.

The inquiry can be particularly complex in an academic community, where the free and open exchange of ideas and viewpoints preserved by the concept of academic freedom may sometimes prove distasteful, disturbing or offensive to some. Sexual harassment must be distinguished from behavior which, even though unpleasant or disconcerting, is appropriate to the carrying out of instructional, advisory, or supervisory responsibilities. Instructional responsibilities, in particular, require appropriate latitude for pedagogical decisions concerning the topics discussed and methods used to draw students into discussion and full participation.

5. Examples of conduct which may constitute sexual harassment include but are not limited to:

5.1 requests for sexual favors;

5.2 unwelcome physical contact such as hugging, rubbing, touching, patting, pinching or brushing another's body;

5.3 veiled suggestions of sexual activities;

5.4 requests for private meetings outside of class or business hours for other than legitimate academic or business-related purposes;

5.5 use in the classroom of sexual jokes, stories or images in no way germane to the subject of the class;

5.6 use in the workplace of sexual jokes, stories or images in no way germane to the subject of the work environment;

5.7 remarks about a person's body or sexual relationships, activities or experience that are in no way germane to the subject of the work or academic environment;

5.8 use of inappropriate body images to advertise events.

6. Members of the University community can expect to be free from sexual harassment and thus all members of the University community should guard against it. The fact that someone did not intend to sexually harass an individual is generally not considered a sufficient defense to a complaint of sexual harassment, although the reasonableness of the accused's perceptions may be considered. In most cases, it is the effect and characteristics of the behavior on the complainant and whether a reasonable person similarly situated would find the conduct offensive that determine whether the behavior constitutes sexual harassment.

7. The University will not tolerate retaliation or discrimination against persons who report or charge sexual harassment or against those who testify, assist or participate in any investigation, proceeding or hearing involving a complaint of sexual harassment. In this context, retaliation means speech or conduct that adversely affects another's terms or conditions of employment or education and is motivated by an intent to harm the targeted person because of his or her participation in the filing or investigation of an allegation of sexual harassment. Any such retaliation – or encouragement of another to retaliate – is a serious violation of University policy and law, independent of whether the particular claim of sexual harassment is substantiated. Anyone who believes he or she has been subjected to retaliation in violation of this rule may use the procedures described in this policy to complain and seek redress.

8. Any member of the University community who believes he or she is being sexually harassed or is being retaliated against is encouraged to contact the Office University Compliance and make a complaint. The complaint will be investigated in accordance with the "Equal Opportunity and Affirmative Action Complaint Investigation Procedure and Appeal Process." A copy of this document may be obtained by contacting the Office of University Compliance.

9. The University can respond to specific instances and allegations of harassment only if it is aware of them. The University therefore encourages anyone who believes that he or she has experienced sexual harassment to come promptly forward (typically within 45 calendar days) with inquiries, reports or complaints and to seek assistance from the Office of University Compliance. In addition, any University employee who becomes aware of instances or allegations of sexual harassment by or against a person under his or her supervisory authority must report them to the Office of University Compliance. It shall be the responsibility of the Office of University Compliance to respond to allegations and reports of sexual harassment or refer them to other University officials for an appropriate response.

10. Any dean, chairperson, director or department head or other similar administrator who becomes aware of information indicating a significant likelihood of sexual harassment must report such information to the Office of University Compliance. These administrators must respond not only when they receive a specific complaint or report alleging improper activity, but also when such matters come to their attention informally. Unconfirmed or disputed allegations should be clearly labeled as such and reports should indicate any steps already taken to respond. Administrators should consult the Office of University Compliance prior to responding to any situation involving alleged harassment.

11. Possible sanctions for a person found engaging in behavior which is in violation of this policy include but are not limited to the following:

11.1 oral or written reprimand, placed in personnel file;

11.2 required attendance at a sexual harassment sensitivity program;

11.3 an apology to the victim;

11.4 loss of salary or benefit, such as sabbatical or research or travel funding;

11.5 transfer or change of job, class or residential assignment or location (i.e., removing the person from being in a position to retaliate or further harass the victim);

11.6 demotion;

11.7 suspension, probation, termination, dismissal or expulsion.

While counseling is not considered a sanction, it may be offered or required in combination with sanctions. Where alcohol/drugs are involved in the sexual harassment, such counseling may include a substance abuse program.

If students or student groups are guilty of sexual harassment, any of the sanctions set forth in the “Code of Student Rights and Responsibilities” may also be invoked.

12. The University seeks to protect the rights of all persons, accusers and accused, to fair procedures. Accusations of sexual harassment frequently have injurious, far-reaching effects on the careers and lives of accused individuals. Allegations of sexual harassment must be made in good faith and not out of malice. Knowingly making a false or frivolous allegation of sexual harassment will be considered a serious violation of University policy.

### ***Student Accommodations for Disabilities***

The Americans with Disabilities Act defines a wide range of conditions, which qualify students for accommodations. For example, students who are not able physically to write rapidly may qualify to have note-takers who are hired by the University. Students with certain types of learning disorders

may qualify to take course examinations individually in the Learning Center in North Quad 323 rather than with their entire class. A variety of technological assistance is available to help disabled students obtain and process the content of a course.

Students who seek accommodations should contact the Office of Disability Services, in Student Center Room 307, and/or call (765)285-5293. Examination of documentation of student disabilities, along with recommendations about the sort of accommodations which the University must provide under the law will be provided.

# Graduate Student Grievance and Appeal Process

## I. Rationale

The purpose of this document is to outline procedures for an appeal and to specify recourse available to graduate students who believe that decisions *on matters covered by section III below* have adversely influenced their progress in graduate school. It is the intent of Ball State University to address fairly and expeditiously and to resolve appeals of graduate students. Students should refer to the *Code of Student Rights and Responsibilities* for more information.

## II. Parties in the Appeal

The two parties in the appeal process shall include the appellant and the decision makers representing the unit having made the original adverse decision to be appealed, hereafter referred to as the “decision makers.”

## III. Basis for an Appeal

Graduate students may appeal adverse decisions impacting their progress toward a graduate degree. There are three permissible reasons to request an appeal:

- a) Allegation of violation of approved departmental, collegiate, and/or University policies, including those set forth in the *Graduate Catalog*.
- b) Allegation of unfair treatment on the part of the decision makers.
- c) Allegation of discriminatory treatment on the part of the decision makers.

Grade appeals should be conducted according to the process outlined in Section 6.5 of the *Code of Student Rights and Responsibilities*.

When an appellant alleges violation of approved departmental, collegiate, or University policies, including those set forth in the *Graduate Catalog*, then he or she must cite the specific policies which the decision makers failed to follow. When filing an appeal, the appellant must also provide a summary of the way(s) in which the policies were violated and how such violation(s) adversely affected the appellant.

Unfair treatment is defined as decisions which are arbitrary or capricious or which are *clearly* not supported by the evidence. When an appellant alleges unfair treatment on the part of the decision makers, then he or she must cite the specific treatment engaged in by the decision maker. When filing an appeal, the appellant must also provide a summary of the reasons why the decision in question was clearly not merited by the evidence available to the decision makers and must also attach to the summary specific and detailed evidence in support of the reasons listed in the summary.

When a request for reconsideration or appeal is filed which alleges discriminatory treatment on the part of the decision makers, the University’s Director of Equal Opportunity and Affirmative Action,

or her or his designee, shall serve in an advisory capacity to the committee or hearing panel at each level of appeal.

Discriminatory treatment is defined as decisions based upon constitutionally or statutorily prohibited reasons, including unlawful discrimination. When an appellant alleges discriminatory treatment on the part of the decision makers, then he or she must cite the specific treatment engaged in by a decision maker. When requesting an appeal, the appellant must also provide a summary of the prohibited reasons upon which he or she believes the decision was based. These prohibited reasons are contained within the Ball State University Anti-discrimination policy. The appellant must provide a detailed summary of the evidence which supports the appellant's allegation.

#### **IV. Actions of the Appellant**

Appeals should be considered first at the program, departmental and college levels before being forwarded to the Graduate Education Committee (GEC). Graduate students should initiate an appeal by submitting a formal written appeal according to the established policy of their Program, Department and/or College.

Following an adverse decision at the college level, a graduate student may appeal adverse decisions to the GEC within ten (10) working days of the adverse decision. The burden of proof is upon the appellant.

#### **V. Actions of the Graduate Education Committee**

Upon receipt of a formal appeal, the Executive Committee of the GEC will appoint a Graduate Appeals Panel and establish an appeals file. The stakeholders, including the appellant, at least one Department and one College representative, and the members of the Graduate Appeals Panel, must be given at least ten (10) working days notice of the hearing date, time, and place.

#### **VI. Graduate Appeals Panel**

The Graduate Appeals Panel shall consist of three (3) graduate faculty members and two (2) graduate students. A designee of the Dean of the Graduate School shall serve as a non-voting ex officio member.

The members of the panel shall elect one of the three graduate faculty members as the panel chair. The graduate faculty members and graduate students serving on the panel shall not be members of the departments or colleges from which the appeal originates, nor shall they have a demonstrated conflict of interest in regards to the appeal.

#### **VII. Graduate Appeals Hearing**

Within fifteen (15) working days of receipt of a valid written appeal, a hearing will be conducted with the Graduate Appeals Panel, the appellant, witnesses for the appellant, representative(s) of the decision makers and other witnesses with direct information about the appeal (unless an extension is granted by the Executive Committee of the GEC). The chairperson of the Graduate Appeals Panel shall conduct the hearing with a view for generating a complete understanding of the circumstances surrounding the appeal. As such, each party shall be granted up to thirty (30) minutes of testimony to

present relevant information to the panel. The chairperson may disallow documentation or witnesses. The student shall be given the option of presenting first or second. Following the presentations, each party may request an additional five-minute rebuttal. Following the rebuttal, members of the Panel may question the parties and witnesses to clarify relevant details. The hearing may not be audiotape or videotaped. The Chair of the Graduate Appeals Panel will designate a secretary from the panel to keep minutes of the proceedings. and appeal shall be retained in the appeals file which shall reside in the office of the Graduate Dean

Immediately following the hearing, the Graduate Appeals Panel will consider the evidence and judge whether additional information is needed to inform their recommendation. Within five (5) working days of the hearing, the panel must offer a written recommendation to the Dean of the Graduate School whether to grant or deny the appeal. Copies of the recommendation must also be provided to the appellant, the decision makers, the Dean of the College, and the Chairperson of the Graduate Education Committee. The Graduate Dean must specify a recommended course of action to the appropriate parties.

### **VIII. Attendance at Hearings**

In addition to the appealing party, the decision makers, and the members of the Graduate Appeals Panel, the following persons and no others will be permitted to attend the hearing: one current student or one full-time University employee invited by the appellant and one full-time University employee invited by the decision makers to assist the respective parties. Both parties may also invite witnesses to the hearing. Other University-affiliated person(s) whose presence is required for the hearing may also be approved by the Graduate Appeals Panel.

### **IX. Use of Witnesses for the Hearing**

The appealing party or the decision makers may call witnesses as necessary. Witnesses must be affiliated with the University. The time used by the witness in her/his initial testimony shall be counted as part of the allotted time of the person who calls that witness. Time spent answering any questions by the other party or the Graduate Appeals Panel shall not be counted as part of the time allotted to the person who calls the witness.

The Graduate Appeals Panel may call or recall persons to give additional testimony concerning the issues involved in the case.

### **X. Materials Used in Hearing**

The appellant must provide copies of any previous departmental and college rulings. The student must also provide a written statement outlining the basis of the appeal and provide any supporting documentation not to exceed a total of twenty (20) pages.

The decision makers may present materials, not to exceed a total of twenty (20) pages, no less than five (5) days prior to the hearing. All records and decisions generated by the appeal shall be retained in the appeals file which shall reside in the office of the Graduate Dean.

### **XI. Confidentiality of Appeal Hearing**

The Graduate Student Appeals Panel members shall not retain in their possession any personal files, materials received during the appeal procedure, or notes taken during the meetings of the Graduate Student Appeals Panel.

No party, Graduate Student Appeals Panel member, or other participant or observer in the appeal procedure shall reveal any facts, documents, or testimony gained through participating in or observing the hearing to any other person, unless required by a court of law to do so or upon the advice of the University's legal counsel.

## **XII. Additional Procedures**

The Chair of the Graduate Student Appeals Panel, in consultation with the Chair of the Graduate Education Committee or his/her designee and under specific, compelling facts, may modify procedures or establish additional procedures for the conduct of hearings in order to ensure that they are conducted in a fair and orderly manner provided that such procedures shall not be inconsistent with the procedures stated herein. Whenever possible, all parties must be notified of any modifications and additions to procedures in advance of the hearing.

Graduate Education Committee 4/19/05 Faculty Council September 22, 2005

# **Student Review, Due Process and Grievance Policy**

## ***Purpose***

This policy was developed to delineate the procedures used by the program to (a) evaluate student performance, b) respond to problematic, inadequate, or impaired student performance, and c) ensure that due process is accorded all parties during the evaluation and review. The formal evaluation policies and procedures outlined in this document have been designed to provide:

1. students with information about their progress that will enable them to take advantage of strengths and/or to remediate weaknesses in academic, professional, and/or personal development.
2. faculty with information about the progress of students in order to facilitate decision making that is in the best interests of students and the profession they are preparing to enter.

## ***Rationale***

Successful completion of a program in school psychology is based on students demonstrating academic, professional, and personal effectiveness related to professional objectives. The faculty of the program have a professional responsibility to evaluate the academic, professional, and personal development of students in its training programs. There needs to be a mechanism to address concerns about the suitability of students entering the profession. The primary purpose of this assessment is to facilitate academic, professional, and personal growth as well as provide feedback in a timely manner.

## ***Due Process***

### **General Guidelines:**

Due process ensures that decisions made by the program about students are not arbitrary or personally based and requires that the program has a) specific evaluative procedures that are applied to all students and b) appropriate appeal procedures available to students so that they may challenge the program's action. General due process guidelines follow.

### **Responsibilities of the program include:**

Presentation , in writing, to students of the program's expectations related to academic/professional functioning.

Stipulation of the procedures for evaluation, including when and how evaluations will be conducted. Such evaluations should occur at prescribed intervals.

Articulation of the various procedures and actions involved in making decisions regarding impairment. *Definition of Academic/Professional Impairment* appears below.

Communication, early and often, with students about any suspected difficulties.

Remediation planning for identified inadequacies, including a time frame for expected remediation and consequences of not rectifying the inadequacies.

Provision of a written procedure to the student that describes how the student may appeal the program's action. Such procedures are included in the program's handbook and are made available to students at the beginning of the program of study.

Insurance that students have sufficient time to respond to any action taken by the program.

Use of input from multiple professional sources when making decisions or recommendations regarding students' performance.

Documentation, in writing to all relevant parties involved, the action taken by the program and its rationale.

### **Storage of Complaints/Grievances**

All complaints or grievances will be stored in the chairperson's office in a locked filing cabinet. Therefore, access to the complaints/grievances is limited by two locks—the office door and the locked filing cabinet. No one is allowed access to the file unless he/she has permission from the chairperson.

## **Guidelines for Student and Program Responsibilities**

## **Students:**

There are several general expectations and responsibilities of all students regarding their academic/professional performance in attaining program goals as well as their individual personal goals. These expectations and responsibilities are outlined above and in the *Ball State Graduate Student Handbook* (available at Graduate School Web Site).

## **Program:**

The Ph.D. in School Psychology offered by the Department of Educational Psychology provides essential academic and practical experiences that foster the goal of developing highly qualified school psychologists to work with children and adolescents, families and other professionals in schools and related human service settings. The program is committed to providing an environment to assist students in integrating personal values and attitudes, functioning as individuals, and meeting their academic/professional goals.

1. The program will provide students with information regarding academic/professional standards and guidelines as well as information regarding relevant legal regulations and ethical standards that govern the practice of psychology. In addition, departmental standards are provided to students in the program handbook.
2. To assess students' competencies in skills identified by the program, criteria in the form of evaluation forms have been established (see Appendixes A & E).

## **Appeal/Grievance Procedures**

### **Basis for Appeal**

The student may appeal decisions of the University and if he/she feels that correct procedures have not been followed or that the core faculty committee acted without sufficient information. If the student believes the grievance involves illegal discrimination, then the student should contact the University Office of Equal Opportunity and Affirmative Action and/or other relevant University offices (e.g., Office of Disabled Student Services).

### **Procedure**

If the student challenges the action(s) taken by the committee as described previously, she/he must inform the School Psychology Doctoral Program Director within ten (10) days of the committee's decision. He/She will in turn notify the Chair of the Department of Educational Psychology of such a challenge. The Chair of the Department of Educational Psychology will convene the Advanced Graduate Studies Committee. The student retains the right to hear all facts with the opportunity to dispute or explain his/her behavior. A review hearing will be conducted in which the challenge is heard and the evidence presented. The Advanced Graduate Studies Committee will submit

a report to the student, the core committee, the Director, and the Chair of the Department within five (5) days of the completion of the hearing. This letter will include recommendations for further action. Decisions of the committee will be determined by a majority vote. Further action will follow departmental and University grievance guidelines.

Graduate Catalog 2021-2022 Appeals Process can be found at : <https://catalog.bsu.edu/en/2021-2022/Graduate-Catalog/The-Graduate-School/Graduate-Student-Appeals-Process>

### ***Definition of Impairment***

Impairment is defined as the interference in professional functioning which is reflected in one or more of the following ways:

- An Inability and/or unwillingness to acquire and integrate academic/professional standards into one's repertoire of academic/professional behaviors.
- An inability to acquire academic/professional skills in order to reach an acceptable level of competency.
- An inability to adaptively manage personal stress, psychological dysfunction, and/or excessive emotional reactions which interfere with academic/professional functioning.

### ***Definition of Problematic Behavior***

When a student's behavior, attitude, or characteristic which, while of concern and requiring remediation, is perceived not to be unexpected nor excessive for professionals in training. Performance anxiety, discomfort with clients of diverse lifestyles and ethnic backgrounds, and lack of appreciation of agency norms are examples of problematic behaviors that are usually remedied and not likely to progress into impairment status.

### ***When do problematic behaviors become identified as impairments?***

Although it is a professional judgment as to when a student's behavior becomes more serious (i.e., impaired) rather than just problematic, problems typically become identified as impairments when they include one or more of the following characteristics:

- The student does not acknowledge, understand, or address the problem when it is identified.
- The problem is not merely a reflection of a skill deficit which can be remediated by academic or didactic training.
- The quality of services delivered by the student is sufficiently negatively affected.
- The problem is not restricted to one area of academic/professional functioning.
- A disproportionate amount of attention by faculty/training personnel is required.
- The trainee's behavior does not change as a function of feedback, remediation efforts, and/or time.

The problematic behavior has the potential for ethical or legal ramifications if not addressed. The student's behavior negatively affects the public view of the department.

## **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.

## Resources for Students

### UNIVERSITY RESOURCES AND POLICIES

The university has lots of resources available for you regarding your rights and responsibilities. If you have any concerns throughout the semester, faculty and the program director are available. However, it is important that you review these links so you know what the standard university policies are.

Academic Ethics policy: [www.bsue.edu/studentrights/academicethics](http://www.bsue.edu/studentrights/academicethics)

Grade Appeal policy: [www.bsue.edu/studentrights/gradeappeal](http://www.bsue.edu/studentrights/gradeappeal)

Student Funeral and Bereavement Leave policy: [www.bsue.edu/studentrights/bereavement](http://www.bsue.edu/studentrights/bereavement)

The Ball State Beneficence Pledge: [www.bsue.edu/pledge](http://www.bsue.edu/pledge) (academic excellence and high standards of scholarship, academic integrity and honesty, social responsibility, and valuing difference)

### Office of Inclusive Excellence

<https://www.bsue.edu/about/inclusive-excellence>

There are several programs and offices connected to the Office of Inclusive Excellence, including: PhD Pathways program, Bias Incident reporting, LGBTQ support (see <https://www.bsue.edu/about/inclusive-excellence/lgbtq-resources> ) the Rinker Center for International students, and numerous events around campus.

### Basic Needs Security

Any student who has difficulty affording groceries or accessing sufficient food to eat or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact Cardinal Kitchen <https://www.bsue.edu/campuslife/student-life/programs-services/service-opportunities/cardinal-kitchen>

### Cardinal Closet

The Student Action Team coordinates the Cardinal Closet. The Cardinal Closet is a place where Ball State community members can donate professional attire. Ball State students may "shop" in the Cardinal Closet for professional attire for interviews, job fairs, etc. - free of charge! <https://bsu.campuslabs.com/engage/organization/SAT>

### Ball State Counseling Center

<https://www.bsue.edu/campuslife/counseling-center>

Interactive self-help WellTrack app <https://bsu.welltrack.com/>

**Wellness and self-care lessons on YouTube from Ball State Counseling Center**  
<https://www.youtube.com/channel/UCxco8KeCwASbs-nSDwVYIfA/videos>

## **University Libraries**

<https://bsu.edu/academics/libraries>

Examples of library services and resources: reserve a study room, access materials via interlibrary loan, online and paper copy access to many journals, and database search access (i.e., APA PsychInfo, ERIC, Academic Search Complete, etc...)

## **Office of Disability Services**

<https://www.bsu.edu/about/administrativeoffices/disability-services>

Accessibility <https://www.bsu.edu/about/accessibility>

## **Office of Student Affairs, includes Dean of Students and Title IX Coordinator**

<https://www.bsu.edu/about/administrativeoffices/student-affairs/about>

Need help with housing, counseling, student employment, or need help handling a specific situation on campus? The Office of Student Affairs is a helpful resource.

## **Additional Off-Campus Resources, Networks and Professional Organizations**

### **American Psychological Association – student membership**

<https://www.apa.org/members>

### **American Psychological Association – Minority Fellowship Program**

<https://www.apa.org/pi/mfp>

### **American Psychological Association of Graduate Students (APAGS)**

<https://www.apa.org/apags>

### **Black School Psychologists Network**

<https://www.bspninc.com/>

“To support, elevate, and advance the work of Black school psychologists.”

**National Association of School Psychologists – student membership**

<https://www.nasponline.org/membership-and-community/join-nasp>

[National Association of School Psychologists – Special Interest Groups \(Social Justice, ABA, etc...\)](#)

**National Association of School Psychologists- ERT Minority Scholarship Program**

<https://www.nasponline.org/msp>

**School Psych Systahs, Inc**

<https://schoolpsychsistahs.org/>

This organization is focused on recruitment, retention and career advancement and support for women of color.

## **School Psychology Confidentiality and Information Access Agreement**

The Programs in School Psychology are dedicated to safeguarding and maintaining the confidentiality, integrity, and availability of our clients. Therefore, all students must read and sign the School Psychology Confidentiality and Information Access Agreement Form (see Appendix P) at the beginning of each academic year.

## **Appendix A: Program Goals, Objectives, and Competencies**

Doctoral Program Minimal Levels of Achievement  
For preparation of health service psychologists in the areas of Discipline-Specific Knowledge

***Discipline-Specific Knowledge Evaluation of Student Outcomes:***

Table corresponds to each discipline-specific knowledge area outlined in Implementing Regulation (IR) C-7 D.

The program uses this table as it collects proximal data consistent with the requirements of IR C-18 D. According to the IR, programs must, “provide data to CoA that document that by the time of graduation, all students have attained the required minimum levels of achievement for each required area of discipline-specific knowledge.” The IR also states that, “Because discipline-specific knowledge serves as the foundation to further training in health service psychology, data regarding [these areas] need only be presented at the proximal level; distal data are not required for discipline-specific knowledge.”

Table revised 8/2019

<b>Provide information below to illustrate how the program ensures that students <i>possess</i> knowledge in:</b>		
<b>Knowledge Area:</b>	<b><i>History and Systems of Psychology</i></b>	
How does the program ensure that students possess knowledge?	<ul style="list-style-type: none"> <li>• Students are required to take a graduate course: PSYS 691 Systems of Psychology</li> </ul>	
How does the program assess students’ knowledge in this area?	How outcomes are measured: <ul style="list-style-type: none"> <li>• Course grade</li> </ul>	Evaluation tool and location: <ul style="list-style-type: none"> <li>• Student transcript and annual review</li> </ul>
For each outcome above, what minimum level of achievement (MLA) must be met?	<ul style="list-style-type: none"> <li>• Students must earn a B or better</li> </ul>	
<b>Knowledge Area:</b>		
	<b><i>Affective Aspects of Behavior</i></b>	
How does the program ensure that students possess knowledge?	<ul style="list-style-type: none"> <li>• Student are required to complete graduate coursework:</li> <li>• EDPS 651 Personality Assessment,</li> <li>• SCCO 606 Child Therapy and Assessment,</li> <li>• SCCO 675 Counseling Exceptional Child</li> <li>• EDPS 750 Developmental Psychopathology</li> <li>• EDPS 765 Theories of Learning</li> </ul>	
How does the program assess students’ knowledge	How outcomes are measured: <ul style="list-style-type: none"> <li>• Course grade</li> </ul>	How outcomes are measured: <ul style="list-style-type: none"> <li>• Course grade</li> </ul>

in this area?		
For each outcome above, what minimum level of achievement (MLA) must be met?	<ul style="list-style-type: none"> <li>Students are required to earn a B or better in the courses.</li> </ul>	
<b>Knowledge Area:</b>	<b><i>Biological Aspects of Behavior</i></b>	
How does the program ensure that students possess knowledge?	<ul style="list-style-type: none"> <li>Student are required to complete a graduate course: EDPS 652 Intro to Neuropsychology</li> </ul>	
How does the program assess students' knowledge in this area?	How outcomes are measured: <ul style="list-style-type: none"> <li>Course grade</li> </ul>	How outcomes are measured: <ul style="list-style-type: none"> <li>Course grade</li> </ul>
For each outcome above, what minimum level of achievement (MLA) must be met?	<ul style="list-style-type: none"> <li>Students are required to earn a B or better in the course.</li> </ul>	
<b>Knowledge Area:</b>	<b><i>Cognitive Aspects of Behavior</i></b>	
How does the program ensure that students possess knowledge?	<ul style="list-style-type: none"> <li>Student are required to complete graduate coursework:</li> <li>EDPS 765 Theories of Learning and</li> <li>EDPS 653 Cognitive Assessment</li> </ul>	
How does the program assess students' knowledge in this area?	How outcomes are measured: <ul style="list-style-type: none"> <li>Course grade</li> </ul>	How outcomes are measured: <ul style="list-style-type: none"> <li>Course grade</li> </ul>
For each outcome above, what minimum level of achievement (MLA) must be met?	<ul style="list-style-type: none"> <li>Students are required to earn a B or better in the courses.</li> </ul>	
<b>Knowledge Area:</b>	<b><i>Developmental Aspects of Behavior</i></b>	
How does the program ensure that students possess knowledge?	<ul style="list-style-type: none"> <li>Student are required to complete graduate coursework:</li> <li>EDPS 603 Developmental Psychology</li> <li>EDPS 750 Developmental Psychopathology</li> </ul>	
How does the program assess students' knowledge in this area?	How outcomes are measured: <ul style="list-style-type: none"> <li>Course grade</li> </ul>	How outcomes are measured: <ul style="list-style-type: none"> <li>Course grade</li> </ul>
For each outcome above, what minimum level of achievement (MLA) must be met?	<ul style="list-style-type: none"> <li>Students are required to earn a B or better in the courses.</li> </ul>	

<b>Knowledge Area:</b>	<b><i>Social Aspects of Behavior</i></b>	
How does the program ensure that students possess knowledge?	<ul style="list-style-type: none"> <li>• Student are required to complete graduate coursework:</li> <li>• SOPS 610 Social Psychology</li> <li>• EDPS 776 Ethics, Law and Multicultural Issues</li> </ul>	
How does the program assess students' knowledge in this area?	How outcomes are measured: <ul style="list-style-type: none"> <li>• Course grade</li> </ul>	Evaluation tool and location: <ul style="list-style-type: none"> <li>• Transcript and annual review</li> </ul>
For each outcome above, what minimum level of achievement (MLA) must be met?	<ul style="list-style-type: none"> <li>• Students are required to earn a B or better in the courses.</li> </ul>	
<b>Knowledge Area:</b>	<b><i>Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas (excluding History and Systems)</i></b>	
How does the program ensure that students possess knowledge?	<ul style="list-style-type: none"> <li>• Comprehensive Examinations in School Psychology</li> <li>• Final project in EDPS 765 Theories of Learning</li> </ul>	
How does the program assess students' knowledge in this area?	How outcomes are measured: <ul style="list-style-type: none"> <li>• Evaluation on comprehensive exams</li> <li>• Grade on final project in EDPS 765 Theories of Learning</li> </ul>	Evaluation tool and location: <ul style="list-style-type: none"> <li>• Comprehensive Exam form in student files</li> <li>• Assignment performance on final project</li> </ul>
For each outcome above, what minimum level of achievement (MLA) must be met?	<ul style="list-style-type: none"> <li>• Passing evaluation by committee written and oral exam performance on comprehensive exams</li> <li>• Grade of B or better (20/25 points or 80%) on final project in EDPS 765 Theories of Learning.</li> </ul>	
<b>Knowledge Area:</b>	<b><i>Research Methods</i></b>	
How does the program ensure that students possess knowledge?	<ul style="list-style-type: none"> <li>• Student are required to complete graduate coursework:</li> <li>• EDPS 640 Research Methods,</li> <li>• EDPS 643 Research Design,</li> <li>• EDPS 641 Introduction to Statistical Methods,</li> <li>• EDPS 720 Developmental Theories Research,</li> <li>• ID 705 Research Colloquium</li> </ul>	
How does the program assess students' knowledge in this area?	How outcomes are measured: <ul style="list-style-type: none"> <li>• Course grade</li> </ul>	How outcomes are measured: <ul style="list-style-type: none"> <li>• Course grade</li> </ul>

For each outcome above, what minimum level of achievement (MLA) must be met?	<ul style="list-style-type: none"> <li>Students are required to earn a B or better in the courses.</li> </ul>	
<b>Knowledge Area:</b>	<i>Quantitative Methods</i>	
How does the program ensure that students possess knowledge?	<ul style="list-style-type: none"> <li>Student are required to complete graduate coursework:</li> <li>EDPS 642 Analysis of Variance,</li> <li>EDPS 741 Applied Regression Analysis</li> </ul>	
How does the program assess students' knowledge in this area?	How outcomes are measured: <ul style="list-style-type: none"> <li>Course grade</li> </ul>	Evaluation tool and location: <ul style="list-style-type: none"> <li></li> </ul>
For each outcome above, what minimum level of achievement (MLA) must be met?	<ul style="list-style-type: none"> <li>Students are required to earn a B or better in the courses.</li> </ul>	
<b>Knowledge Area:</b>	<i>Psychometrics</i>	
How does the program ensure that students possess knowledge?	<ul style="list-style-type: none"> <li>Student are required to complete graduate coursework: EDPS 746 Theory of Measurement</li> </ul>	
How does the program assess students' knowledge in this area?	How outcomes are measured: <ul style="list-style-type: none"> <li>Course grade</li> </ul>	How outcomes are measured: <ul style="list-style-type: none"> <li>Course grade</li> </ul>
For each outcome above, what minimum level of achievement (MLA) must be met?	<ul style="list-style-type: none"> <li>Students are required to earn a B or better in the course.</li> </ul>	

# School Psychology Doctoral Student Clinician Evaluation Form

Ball State University

Based on Standards of Accreditation Profession-Wide Competencies and NASP 2020 Practice Model<sup>3</sup> Domains  
Revised 8.19.22

Doctoral Student \_\_\_\_\_ Supervisor: \_\_\_\_\_

Training Setting: \_\_\_\_\_

Training Experience (EDPS 791, 778, 792, 698, or other): \_\_\_\_\_

Midyear      Final (circle one)      Date \_\_\_\_\_

Please rate the student clinician using the following performance scale on each of the following items. Indicate the level which best reflects the student clinician's knowledge and/or skills in that particular profession-wide competency area. **Direct observation is a requirement of the course tied to this training experience.**

Direct observation must be used during the evaluation period, but it is not required that direct observation be used to evaluate all items within the competencies. If the supervisor has had conversations with the student clinician and the student demonstrates knowledge applicable to the item on this evaluation tool, that is an allowable mechanism to rate the student clinician for the knowledge-focused items.

Raters: scale your ratings to the student's level of training. A rating of 3 is considered the minimal level of achievement throughout the program. A rating of 3 in all practicum experiences, advanced practicum, externship, or internship means the student is on track to reach the level of "readiness for internship" and is on track for "readiness for entry to practice." By the end of the program, "readiness for entry to practice" indicates the student is capable of providing health service psychology activities without supervision for routine cases, only seeking consultation when needed or receiving supervision only if required by the practice jurisdiction or employer. The rating of N/A should be used very sparingly for all items on this evaluation tool.

### Level of Mastery:

5—Excellent

4—Above Average

3—Satisfactory<sup>4</sup>

2—Developing

1—Unsatisfactory

NA—Not Applicable/Haven't Observed

<sup>3</sup> NASP 2020 Domains all included (1-10); SoA PWCs include i, ii, iii, iv, v, vi, vii, and ix

<sup>4</sup> Rating of 3 or higher is required for all domains at the end of the training period to demonstrate minimal levels of achievement (MLA). Students who are rated below 3 at the end of the training period will be considered for a remediation plan.

N/A Unable to rate	1- Unsatisfactory	2- Developing	3- Satisfactory	4- Above Average	5- Excellent
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**A. Research and Evaluation SoA PWC (i)/NASP Domain 6: Services to Promote Safe and Supportive Schools, Domain 7: Family, School, and Community Collaboration, and Domain 9: Research and Evidence-Based Practice**

- 1. Demonstrates knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for interpreting data and/or evaluating programs in applied settings (i.e., response to intervention, multi-tiered system of support or intervention effectiveness decision-making)
- 2. Demonstrates the ability to apply research as a foundation for service delivery
- 3. Demonstrates ability to use various techniques and technology for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems level.
- 4. Understands principles and research related to social–emotional well-being, resilience and risk factors in learning, and mental and behavioral health.
- 5. Understands principles and research related to family systems, strengths, needs and cultures.
- 6. Demonstrates understanding of how to design, implement, and evaluate services that respond to culture and context.

Comments:

**B. Ethics and Legal Standards SoA PWC (ii) / NASP Domain 10: Legal, Ethical and Professional Practice**

- 7. Demonstrates knowledge of professional standards of practice, including current versions of the APA Ethical Principles and Code of Conduct and the NASP Principles for Professional Ethics.
- 8. Demonstrates ability to recognize and resolve ethical dilemmas using an identifiable decision-making process
- 9. Demonstrates knowledge of state and federal laws and regulations related to the practice of health service psychology

- 10. Demonstrates knowledge of special education laws and regulations
- 11. Conducts self in an ethical manner in all professional activities, including a commitment to social justice and equity

Comments:

N/A Unable to rate	1- Unsatisfactory	2- Developing	3- Satisfactory	4- Above Average	5- Excellent
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**C. Individual and Cultural Diversity SoA PWC (iii)/NASP Domain 8 Equitable Practices for Diverse Student Populations**

- 12. Demonstrates understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people, including clients, trainees, and consultees, who are different from themselves

13. Demonstrates knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities, including:

- a. assessment,
- b. intervention,
- c. research,
- d. training,
- e. supervision,
- f. consultation, and
- g. Professional service

- 14. Integrates awareness and knowledge of individual and cultural differences in provision of professional services. This includes the ability to apply a framework for working effectively within areas or with individual and cultural diversity not previously encountered over the course of a career. It also includes the ability to work effectively with individuals whose group membership, demographic characteristics or worldview is highly dissimilar from their own

- 15. Implements evidence-based strategies to enhance services and address potential influences related to diversity

16. Recognizes that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery
17. Demonstrates skills to provide professional services that promote effective functioning for individuals, families, and schools or other settings with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts.

Comments:

N/A Unable to rate	1- Unsatisfactory	2- Developing	3- Satisfactory	4- Above Average	5- Excellent
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**D. Professional values, attitudes, beliefs and behaviors SoA PWC (iv)/NASP Domain 10: Legal, ethical and professional practice**

18. Behaves in ways that reflect the professional values and attitudes of health service psychology.

*Note: Professionalism means the student demonstrates behaviors consistent with values of the profession, including integrity, deportment (conducting oneself in a professional manner, wearing professional attire and demonstrating appropriate professionalism in a variety of settings), showing commitment to a professional identity as a member of the health service psychology profession, demonstrates professional accountability, and demonstrates concern for the welfare of others.*

Comments:

19. Behaves in ways that reflect professional standards, including appropriate and professional qualities and skills including:

- a. responsibility,
- b. adaptability,
- c. initiative,
- d. dependability,
- e. technological competence,
- f. advocacy skills,
- g. respect for human diversity,
- h. commitment to social justice and equity.

- 20. Recognizes a need to participate in professional development activities to maintain knowledge of current research and practice related to the field of psychology.
- 21. Demonstrates a life-long attitude toward learning.
- 22. Responds professionally to increasingly complex situations with a greater degree of independence as the student progresses across levels of training and advances in their career.
- 23. Engages in self-reflection regarding one’s personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.
- 24. Actively seeks and demonstrates openness and responsiveness to feedback and supervision.

Comments:

N/A Unable to rate	1- Unsatisfactory	2- Developing	3- Satisfactory	4- Above Average	5- Excellent
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**E. Communications and interpersonal skills SoA PWC (v)/NASP Domain 10: Legal, Ethical and Professional Practice**

- 25. Develops and maintains effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services
- 26. Demonstrates effective interpersonal skills
- 27. Demonstrates the ability to manage difficult communication well
- 28. Communicates effectively with clients, patients, educational personnel, and caregivers

Comments:

**F. Assessment SoA PWC (vi)/ NASP Domain 1: Data-Based Decision Making and Domain 6: Services to Promote Safe and Supportive Schools**

- 29. Selects and uses assessment methods that draw from best available empirical literature and that reflect the science of measurement and valid and reliable psychometrics

- 30. Collects relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.
- 31. Interprets assessment results while following current research and professional standards and guidelines to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, and distinguishing the aspects of assessment that are subjective from those that are objective.
- 32. Demonstrates the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment, diagnostic process, or special education eligibility and service delivery decisions.
- 33. Appropriately uses assessment data to inform the development of interventions
- 34. Understands and utilizes assessment methods to measure relevant progress and outcomes.

N/A Unable to rate	1- Unsatisfactory	2- Developing	3- Satisfactory	4- Above Average	5- Excellent
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- 35. Communicates orally the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.
- 36. Communicates in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences
- 37. Demonstrates the ability to systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.
- 38. Understands how to use assessments and other relevant data to inform and support multitiered prevention and health promotion and evidence-based strategies for creating safe and supportive schools.

Comments:

**G. Intervention SoA PWC (vii) / NASP Domain 3: Academic Intervention, NASP Domain 4: Mental and Behavioral Health Services and Interventions, NASP Domain 5: School-Wide Practices to Promote Learning and Domain 6: Services to Promote Safe and Supportive Schools and Domain 7: Family, School and Community Collaboration**

- 39. Establishes and maintains effective relationships with the recipients of psychological services
- 40. Demonstrates skills necessary to develop and implement an intervention or prevention program specific to the service delivery goals
- 41. Implements interventions informed by the current scientific literature, assessment findings, diversity characteristics and contextual variables
- 42. Demonstrates the ability to apply the relevant research literature to clinical decision making
- 43. Evaluates intervention effectiveness and adapts intervention goals and methods consistent with ongoing evaluation.
- 44. Modifies and adapts evidence-based approaches effectively when a clear evidence-base is lacking
- 45. In collaboration with others, uses assessment and data collection methods to implement and evaluate services that support academic skill development in children

N/A Unable to rate	1- Unsatisfactory	2- Developing	3- Satisfactory	4- Above Average	5- Excellent
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- 46. In collaboration with others, designs, implements, and evaluates services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.
- 47. Demonstrates understanding of systems structures, organization, and theory;
- 48. Demonstrates understanding of school-wide practices that promote learning, positive behavior, and mental health and well-being.
- 49. Promotes preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety in school and/or community settings.
- 50. Demonstrates understanding of effective crisis prevention, mitigation, response and recovery in school and/or community settings
- 51. Demonstrates knowledge of how to design, implement, and evaluate services that respond to family and/or individual and community culture and context.

Comments:

**H. Consultation SoA PWC (ix) / NASP Domain 2: Consultation and Collaboration**

- 52. Demonstrates knowledge and understanding of different models of consultation
- 53. Demonstrates knowledge and respect for the roles and perspectives of other professionals, consultees, and clients/patients
- 54. Demonstrates skills to consult, collaborate, and communicate effectively with others as part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery

Comments:

I certify that I have read the evaluation and my supervisor has discussed feedback with me.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervisor's Signature

\_\_\_\_\_  
Date

Additional Verification for Supervisors of Doctoral Students:

As a supervisor of a doctoral student, I certify that this evaluation is based in part on direct observation of the student clinician. Direct observation is a requirement of the course tied to this training experience.

Note: Direct observation includes the following methods: live observation with clients, video recording of interactions with clients, audio recording of interactions with clients, or one-way mirror observation of interaction with clients.

Was tele-supervision used during the training period of this evaluation?

**Please circle: Yes or No**

**Note: there is a 50% limit unless the CoA guidance is extended past December 31, 2022<sup>5</sup>**

<sup>5</sup> See <https://www.accreditation.apa.org> "OPCA response to COVID-19 Outbreak" July 1, 2022



## **Appendix B: Doctoral Sequence of Courses**

## Doctoral Degree requirements from the Graduate Catalog

### Ball State University Graduate Catalog

#### **DOCTOR OF PHILOSOPHY IN EDUCATIONAL PSYCHOLOGY (SCHOOL PSYCHOLOGY), 130 credits**

The PhD program consists of a minimum of 130 graduate credits, 48 of which must be completed at Ball State University. The candidate must complete a major in school psychology of at least 40 credits and at least one cognate of 15 credits. As required by the Commission on Accreditation of the American Psychological Association, all students must complete a professional psychology core including courses in the biological aspects of behavior, the cognitive and affective aspects of behavior, and the social aspects of behavior. Course work in individual differences, human development, dysfunctional behavior or psychopathology, cultural and individual diversity, and professional standards and ethics also are required. Theories and methods of assessment and diagnosis, evidence-based interventions, psychological consultation and supervision, and evaluating the efficacy of interventions are required course work consistent with developing competencies as a health service psychologist. In addition, candidates must complete course work in the history and systems of psychology, psychological measurement, research methodology, and techniques of data analysis. All candidates for the degree must submit a research project for presentation or publication in addition to the completion of a dissertation and a doctoral-level internship at sites approved by both the school psychology internship and program directors. Candidates are expected to meet the requirements for Indiana school psychologist licensure as outlined in the section Requirements for School Services Licenses.

Students applying for the program should check with the program for any recent changes dictated by professional organizations or licensure requirements.

<i>PREFIX</i>	<i>NO</i>	<i>SHORT TITLE</i>	<i>CREDITS</i>
CPSY	678	Counseling Culturally Diverse	3
EDCU	610	Elem Schl Curriculum	3
EDPS	603	Human Development	3
	612	Psychological Consultation	2
	640	Research Methods (3)	
	or		
	643	Research Design (3)	3
	641	Intro Statistical Methods	3
	642	Analysis of Variance	3
	651	Personality Assessment	3
	652	Intro Neuropsychology	3
	653	Cognitive Assessment	3
	654	Acad Achieve Interv	3
	660	Diagnosis Learning Disorders	3
	685	Intro School Psychology	2
	686	Pre-Practicum Consultation	1
	687	Pre-Prac School Psych (1-3)	1
	688	Practicum Consultation (3-6)	3
	689	Practicum School Psych (1-6)	4
	691	Practicum Clinic (1-3)	2
	720	Development Theories Research	3

	741	Applied Regression Analysis	3
	746	Theory of Measurement	3
	750	Developmental Psychopath	3
	765	Theories of Learning	3
	775	Evidence Based Treatments	3
	776	Issues Professional Psychology	3
	778	Practicum Interventions	3
	789	Supervision School Psychology (3-6)	3
	791	Doc Intern School Psych (3-6)	3
	792	Doc Intern Professional Psych (3-9)	3
EDRD	610	Teaching of Reading Elem Sch	3
ID	705	Research Colloquium (1-3)	3
PSYS	691	Systems of Psychology	3
SCCO	606	Child Therapy and Assessment	3
	675	Counseling Exceptional Child	3
	692	Youth Crisis Trauma Counseling	3
SOPS	610	Social Psychology	3
SPCE	609	Intro to App Beh Analy	3
Additional Requirements			
	Cognate		15
Completion of at least 10 dissertation credits			10
			<hr/>
			130 crs

**adopted for fall 2017**

**Note: Graduate School Catalogue change in effect starting 2017-2018 academic year**

*Normally, if not registering for a course or courses, the doctoral candidate will register for three credits of DISS 799. However, a doctoral candidate in an externally accredited program that requires an internship experience is exempt from continuous enrollment while registered for internship credit. Further, a doctoral candidate may request to be exempt from the continuous registration requirement for certain life events such as serious illness, serving as principal caregiver for a child/stepchild or other family member who is seriously ill, or other extraordinary circumstances under which this requirement would result in undue hardship for the student. Requests for exemption to the continuous registration requirement are to be made to the Graduate School. The Graduate Dean will consult with the doctoral candidate's dissertation chair, department chair, and program director prior to making a decision on the request. Generally, exemptions will be granted for a maximum of one semester. Students will be required to register during the semester they expect to graduate.*

## Preliminary Advising Sheet

Name: \_\_\_\_\_ Degrees Held: \_\_\_\_\_  
 Date: \_\_\_\_\_ MA MS MAE Other \_\_\_\_\_  
 Academic Advisor \_\_\_\_\_ Univ. Name: \_\_\_\_\_  
 Preliminary Cognate: \_\_\_\_\_ Specialty: \_\_\_\_\_  
 Program Director: \_\_\_\_\_

This plan reflects the sequence of coursework required in the PhD program in School Psychology (2017). If a student may wish to take courses in a different sequence, transfer credit, or waive courses, indicate the preliminary plan of study using this form. The final plan of study is subject to approval by the student's doctoral committee and the Graduate School.

## Doctoral Plan 2020

This plan shows the sequence of coursework in the doctoral program, with recommended sequence by semesters (plan includes Graduate Catalog curriculum 2018-2019 academic year).

### Year 1

Fall	Spring	Summer
EDPS 653 Individual Cognitive Assessment	EDPS 654 Academic Achievement and Intervention	*EDPS 643 Research Design (EDPS 640 Methodology of Educational and Psychological Research is ok for EdS)
EDPS 685 Introduction to School Psychology	EDPS 612 Psychological Consultation	*SPCE 609 Introduction to Applied Behavior Analysis
EDPS 651 Personality Assessment of Children and Adolescents	EDPS 661 Advanced Individual Assessment (new course AY 2020-2021)	EDPS 689 Practicum in School Psychology (PDIC) (3 credits starting 2021)
SCCO 606 Child and Adolescent Assessment and Therapy Techniques	EDPS 750 Developmental Psychopathology	**EDPS 641 Statistical Methods in Educational and Psychological Research
(possibly *EDPS 603 Psychology of Human Development)	(possibly *EDPS 603 Psychology of Human Development)	

\*On-line Course Only \*\*Offered On-campus and On-line

**Year 2**

*form doctoral committee by spring of year 2; take Praxis exam in summer after year 2*

Fall	Spring	Summer
EDPS 689 Practicum in School Psychology (3)	EDPS 688 Practicum in Consultation (3)	*EDPS 660 Diagnosis and Interventions for Learning and Related Disorders (note: this course will be replaced by EDPS 654 starting in AY 2020-2021)
EDPS 691 Clinic Practicum (3)	EDPS 691 Clinic Practicum (3)	SCCO 675 Counseling Exceptional Children
EDPSY 642 Intermediate Statistics	SCCO 692 Youth Crisis and Trauma Counseling	*EDCU 610 The Elementary School Curriculum
EDPSY 652 Introduction to Neuropsychology	EDPS 775 Evidence-Based Treatments in Psychology	CPSY 678 Theories and Techniques of Counseling the Culturally Diverse
EDPS 746 Theory of Measurement	EDPS 765 Theories of Learning *EDPS 600 Adv Ed Psych (EdS only)	(possibly *EDPS 603 Psychology of Human Development)

**Year 3**

*Take preliminary comprehensive exams in year 3*

Fall	Spring	Summer
EDPS 789 Supervision in School Psychology	EDPS 720 Developmental Theories and Research Across the Lifespan	PSYS 691 Systems of Psychology
Cognate Course or SOPS 610 Social Psychology	Cognate Course or EDPS 778 Practicum in Evidence-Based Interventions (3 credits opt)	Cognate Course
EDPS 791 Doctoral Internship in School Psychology (3 credits) (Mon 1pm – 4pm)	Cognate Course or EDPS 791 Doctoral Internship in School Psychology (3 credits)	Cognate Course
EDPS 741 Applied Regression Analysis for the Social Sciences	ID 705 Interdepartmental Research Colloquium	

**Year 4**

Fall	Spring	Summer
DISS 799	DISS 799	
EDPS 776 Legal, Ethical, and Multicultural Issues in Professional Psychology	Cognate course or SOPS 610 Social Psychology	
Cognate	Cognate	
EDPS 778 Practicum in Evidence-Based Interventions	EDPS 778 Practicum in Evidence-Based Interventions	

Year 5: EDPS 792 Doctoral Internship (6 credits)

Total required hours: 130, including cognate requirement: single cognate of 15 hours

If a student has completed all coursework but have not yet graduated, as indicated in the Graduate Catalogue, students are required to be **continuously enrolled** in at least 3 credits, typically of DISS 799 each semester (excluding summers) until they graduate unless they are taking other courses. This is required even if the student has already taken the required 10 hours of DISS 799. Students who are on internship may not be required to register for DISS 799 during internship if they defend during internship and are registered for EDPS 792.

Note: Students may register for DISS 799 after they are officially admitted to doctoral candidacy, after successfully completing preliminary comprehensive exams. The dissertation instructor of record (doctoral committee chair) will assign “NC” as no credit for all semesters of DISS 799 until the student defends their final dissertation successfully. Then grade change forms will be submitted for all prior DISS 799 to change to “C” for credit. Check with the Graduate School as needed for updates to this policy.

Updated 8.1.22

## Student and Advisor Tips and Checklist for Transfer Credits

<p>This checklist may be helpful for students transferring in credit from a Master’s program. All Graduate School and Program Policies also apply and this list is only intended as a guide to use in addition to the Graduate School policies, located at <a href="https://bsu.smartcatalogiq.com/en/2021-2022/Graduate-Catalog/The-Graduate-School/Transfer-and-Extension-Work">https://bsu.smartcatalogiq.com/en/2021-2022/Graduate-Catalog/The-Graduate-School/Transfer-and-Extension-Work</a>.</p>	
<b>Fall First Year (or prior to program start for incoming students who may have equivalent first semester courses)</b>	<b>Completed/notes</b>
<p>Doctoral program director and student meet and review prior graduate coursework to inform a preliminary advising plan.</p> <p><b>Courses are evaluated for consistency with graduate level training as outlined in APA’s Standards of Accreditation (SoA). If the initial evaluation of the syllabus indicates the course is not appropriate graduate level training per the SoA then the course cannot be transferred as equivalent.</b></p>	
Student has a minimum G.P.A. of 3.0 (Grade of “B”) on all graduate work.	
Student has a minimum grade of B on courses considered for transfer credit.	
<b>Spring First Year</b>	
All relevant course syllabi have been provided to program director and committee chair if the student has selected a doctoral committee chair.	
The program director assists student in identifying the appropriate faculty member who has expertise (teaches class related to transfer request) in the content area.	
Student contacts faculty member and cc:’s the program director to request that the faculty member complete a transfer credit evaluation based on the course syllabus. The doctoral committee chair is also copied on correspondence if applicable.	
<b>Fall Second Year</b>	
<p>Faculty advisor and student have developed a preliminary plan of study using the doctoral sequence and advising sheet. Faculty advisor and student develop doctoral committee.</p> <p>Note: Any student who selects a faculty advisor who is not a member of the School Psychology Core is strongly encouraged to review the plan with the Doctoral Program Director to help ensure the program requirements will be met.</p>	
<p>Student finalizes doctoral committee and schedules doctoral plan of study (green sheet) meeting with transfer credits noted in plan of study. InfoReady form for equivalency credit must be submitted by the program director or chair of the doctoral committee.</p> <p><a href="https://www.bsu.edu/academics/collegesanddepartments/graduate-school/services-and-resources/forms">https://www.bsu.edu/academics/collegesanddepartments/graduate-school/services-and-resources/forms</a></p>	

Note: thanks to Amanda Henderson for initial development of this checklist spring 2017

# **Appendix C: Practicum Student Clinician Evaluation Form**

## **Practicum Evaluation Forms**

BALL STATE UNIVERSITY

***REVIEW AND EVALUATION OF STUDENT CLINICIAN'S  
PERFORMANCE:***

**Appendix E: Practicum Rubrics**

## **Psychoeducational Report Grading Rubric**

### Report Introduction

10 points	9 – 8 points	7 – 6 points	5 – 4 points	< 4 points
Identifying information, statement of purpose, client history, behavioral observations, and diagnostic interview are complete, precisely described, and sufficiently comprehensive to depict the child/adolescent.	Identifying information, statement of purpose, client history, behavioral observations, and diagnostic interview are present, however one or more are lacking precise description OR sufficient comprehensiveness.	Identifying information, statement of purpose, client history, behavioral observations, and diagnostic interview are present, however one or more are lacking precise description AND sufficient comprehensiveness.	One of the sections (identifying information, statement of purpose, client history, behavioral observations, and diagnostic interview) may be missing and/or several are lacking precise description AND sufficient comprehensiveness.	Two or more of the sections (identifying information, statement of purpose, client history, behavioral observations, and diagnostic interview) are not present.

10 points = Distinguished

9 – 8 points = Proficient

7 – 6 points = Basic

5 and below = Unsatisfactory Introduction Score \_\_\_\_\_

Data Presentation/Interpretation

10 points	9 – 8 points	7 – 6 points	5 – 4 points	< 4 points
Presented data is reliable, is accompanied by statement of confidence and confidence intervals, includes an interpretation, is accurately identified, and protects the confidentiality of test items.	Presented data is reliable and includes interpretation, but one of the following is missing: statement of confidence and confidence intervals, accurate identification of data, or confidentiality of test items.	Presented data is reliable and includes interpretation, but two or more of the following is missing: statement of confidence and confidence intervals, accurate identification of data, or confidentiality of test items.	Presented data is either unreliable or does not include interpretation.	Presented data is not reliable and does not include interpretation.

10 points = Distinguished

9 – 8 points = Proficient

7 – 6 points = Basic

5 and below = Unsatisfactory Data/Interpretation Score \_\_\_\_\_

Inferences based upon behavioral and/or personality assessment data

10 points	9 – 8 points	7 – 6 points	5 – 4 points	< 4 points
Inferences draw together information from all sources, are supported by data, are related to the statement of purpose, and do not contradict one another.	Inferences include all but one of the following: information from all sources, support by data, relationship to the statement of purpose, and lack of contradiction.	Inferences include at least two of the following: information from all sources, support by data, relationship to the statement of purpose, and lack of contradiction.	Inferences are not based upon information gathered throughout the testing (multiple sources, data gathered, statement of purpose) and may contradict one another.	Inferences based upon behavioral and/or personality assessment data are not included in the report.

10 points = Distinguished

9 – 8 points = Proficient

7 – 6 points = Basic

5 and below = Unsatisfactory Inferences Personality/Behavioral Score \_\_\_\_\_

Recommendations

10 points	9 – 8 points	7 – 6 points	5 – 4 points	< 4 points
Pertinent recommendations are provided that address the referral question, are precisely described, are supported by data and interpreting inferences, and are appropriate and related to the diagnosis.	Recommendations address the referral question, are supported by data and interpreting inferences, and relate to the diagnosis, however they are not precisely described.	Recommendations are not precisely described and lack one of the following components: address the referral question, are precisely described, are supported by data and interpreting inferences, and are appropriate and related to the diagnosis.	Recommendations are not precisely described and lack two or more of the following components: address the referral question, are precisely described, are supported by data and interpreting inferences, and are appropriate and related to the diagnosis.	Highly inappropriate recommendations are provided OR no recommendations are included.

10 points = Distinguished

9 – 8 points = Proficient

7 – 6 points = Basic

5 and below = Unsatisfactory Recommendations Score \_\_\_\_\_

Errors of Communication

10 points	9 – 8 points	7 – 6 points	5 – 4 points	< 4 points
Report is free of communication errors including: misspelling, use of jargon instead of more precise descriptions, run on or incomplete sentences, paragraphs without topical themes and/or statements, ambiguous sentences, and lack of past tense verb consistency (except for summary section and recommendations).	Report includes minimal (1-5) communication errors including: misspelling, use of jargon instead of more precise descriptions, run on or incomplete sentences, paragraphs without topical themes and/or statements, ambiguous sentences, and lack of past tense verb consistency (except for summary section and recommendations).	Report lacks past tense verb consistency and includes several (6-9) communication errors.	Report lacks past tense verb consistency and includes many (9 or more) communication errors of several different types.	Report has clearly not been edited for communication errors.

10 points = Distinguished

9 – 8 points = Proficient

7 – 6 points = Basic

5 and below = Unsatisfactory Errors of Communication Score \_\_\_\_\_

Errors of interpretation

10 points	9 – 8 points	7- 6 points	5 – 4 points	< 4 points
Interpretations are free from unreliable data, insufficient data, erroneous assumptions reflecting in-sufficient knowledge of the data/instruments, and recommendations that can not be implemented.	Interpretations are generally based upon reliable, sufficient data, however an erroneous assumption has been made.	Interpretations include a few ( up to 5) errors in the following areas: unreliable data, insufficient data, erroneous assumptions reflecting in-sufficient knowledge of the data/instruments, and recommendations that can not be implemented.	Interpretations include several (6 or more) errors in the following areas: unreliable data, insufficient data, erroneous assumptions reflecting in-sufficient knowledge of the data/instruments, and recommendations that can not be implemented.	Failure to interpret data represented in the report/ protocol.

10 points = Distinguished

9 – 8 points = Proficient

7 – 6 points = Basic

5 and below = Unsatisfactory Errors of Interpretation Score \_\_\_\_\_

Overall Grade

60 – 54 points = Distinguished

53 – 48 points = Proficient

47 and below = Unsatisfactory **Overall Score** \_\_\_\_\_

Report Number \_\_\_\_\_

Semester \_\_\_\_\_

Date \_\_\_\_\_

\_\_\_\_\_  
Practicum Student Signature

\_\_\_\_\_  
Supervisor's Signature

## **Academic Intervention Presentation Grading Rubric**

### Review of Research

10 points	9 – 8 points	7 – 6 points	5 – 4 points	< 4 points
<p>Three studies published by separate authors is presented and discussed in detail related to the selected intervention. In addition, specific conceptual links are provided between why the studies were selected and how they relate to the current problem.</p>	<p>Three studies published by separate authors is presented and discussed in detail related to the selected intervention. In addition, specific conceptual links are vague or lacking indicating why the studies were selected and how they relate to the current problem.</p>	<p>Three studies published by separate authors is presented and discussed in detail related to the selected intervention.</p>	<p>Three studies published by the same author is presented and discussed in detail related to the selected intervention.</p>	<p>Less than three studies published by separate authors is presented and discussed in detail related to the selected intervention.</p>

10 points = Distinguished

9 – 8 points = Proficient

7 – 6 points = Basic

5 and below = Unsatisfactory Review of Research Score \_\_\_\_\_

Behavioral definition

10 points	9 – 8 points	7 – 6 points	5 – 4 points	< 4 points
Definition is (a) <i>objective</i> —refers to observable and measurable characteristics of behavior; (b) <i>clear</i> —so unambiguous that it could be read, repeated, and paraphrased by observers; and (c) <i>complete</i> —delineates both examples and non-examples of the behavior.	Definition meets only two of the three criteria (i.e., objective, clear, complete).	Definition meets only one of the three criteria (i.e., objective, clear, complete).	Problem behavior is stated in general terms (e.g., reading comprehension, aggressive behavior, etc.).	Behavioral definition is not written.

10 points = Distinguished

9 – 8 points = Proficient

7 – 6 points = Basic

5 and below = Unsatisfactory Behavioral Definition Score \_\_\_\_\_

Baseline data

10 points	9 – 8 points	7 – 6 points	5 – 4 points	< 4 points
<p><i>Data collected</i> on the behavior <i>prior</i> to implementing the intervention consisting of repeated measures of the target behavior over several (at least three) sessions, days, or even weeks until a stable range of behavior has been identified.</p>	<p>Data collected on the behavior prior to implementing the intervention; however, only two data points are reported.</p>	<p>Data collected on the behavior prior to implementing the intervention; however, only one data point is reported.</p>	<p>Data collected on the behavior prior to implementing the intervention; however, the dimension(s) addressed are not the most appropriate for the selected target behavior.</p>	<p>Baseline data not gathered prior to implementing the intervention.</p>

10 points = Distinguished

9 – 8 points = Proficient

7 – 6 points = Basic

5 and below = Unsatisfactory Baseline Data Score \_\_\_\_\_

Problem validation

10 points	9 –8 points	7 – 6 points	5 – 4 points	< 4 points
The magnitude of the discrepancy is quantified, based on a comparison between student's performance and the local educational setting demands.	The magnitude of the discrepancy is quantified, based on a comparison between the student's performance and standards outside the local educational setting.	The magnitude of the discrepancy is quantified, but is based on an opinion.	The magnitude of the discrepancy is described qualitatively.	Problem is not validated; magnitude of the discrepancy is not described.

10 points = Distinguished

9 – 8 points = Proficient

7 – 6 points = Basic

5 and below = Unsatisfactory Problem Validation Score \_\_\_\_\_

Problem analysis

10 points	9 –8 points	7 – 6 points	5 – 4 points	< 4 points
Examined relevant and alterable factors from curriculum, instruction, environment, and student domains using a variety of procedures (RIOT: review, interview, observe, test) to collect data from a variety of relevant sources and settings. Used this information to develop a specific intervention to change the behavior.	Examined relevant and alterable factors from two to three domains only using two to three procedures to gather information. Used this information to develop a specific intervention to change the behavior.	Examined relevant and alterable factors from only the student domains using a variety of procedures (RIOT) to collect data from a variety of relevant sources and settings. Used this information to develop a specific intervention to change the behavior.	Examined relevant and alterable factors from the domains only using a variety of procedures to gather information from a variety of sources. However, there is no indication this information was used to develop a specific intervention to change the behavior.	Problem analysis is not conducted.

10 points = Distinguished

9 – 8 points = Proficient

7 – 6 points = Basic

5 and below = Unsatisfactory Problem Analysis Score \_\_\_\_\_

Goal setting

10 points	9 – 8 points	7 – 6 points	5-4 points	< 4 points
Goal stated narratively and represented graphically on performance charts specifying time frame, condition, behavior, and criterion, which is based on a comparison between the student's baseline data and the expectations.	Goal represented graphically on performance chart specifying time frame, behavior, criterion, and condition— not stated narratively.	Goal stated narratively specifying time frame, behavior, criterion, and condition— not represented graphically.	Goal stated narratively and/or represented graphically on performance chart but does not specify all four components (time frame, condition, behavior, criterion).	Goal is not measureable or is not set.

10 points = Distinguished

9 – 8 points = Proficient

7 – 6 points = Basic

5 and below = Unsatisfactory Goal Setting Score \_\_\_\_\_

Intervention plan

10 points	9 – 8 points	7 – 6 points	5 – 4 points	< 4 points
Plan stated (a) procedures/strategies, (b) materials, (c) when, (d) where, and (e) persons responsible.	Plan stated procedures/strategies. But one of the following components is missing: materials, when, where, or persons responsible.	Plan stated procedures/strategies. But two of the following components is missing: materials, when, where, or persons responsible.	Generic description of intervention strategy (e.g., behavior management) is stated. Materials, when, where, and persons responsible may be present.	Intervention plan not written. Or generic descriptions of interventions (e.g., behavior management) only.

10 points = Distinguished

9 – 8 points = Proficient

7 – 6 points = Basic

5 and below = Unsatisfactory Intervention Plan Score \_\_\_\_\_

Measurement strategy

10 points	9 – 8 points	7 – 6 points	5 – 4 points	< 4 points
A measurement strategy is developed answering <i>how?</i> <i>what? where?</i> <i>who?</i> and <i>when?</i>	A measurement strategy is developed but only answers four of the five questions: <i>how?</i> <i>what? where?</i> <i>who?</i> and <i>when?</i>	A measurement strategy is developed but only answers three of the five questions: <i>how?</i> <i>what? where?</i> <i>who?</i> and <i>when?</i>	A measurement strategy is developed but only answers two of the five questions: <i>how?</i> <i>what? where?</i> <i>who?</i> and <i>when?</i>	Measurement strategy is not developed. Or the measurement strategy only answers one of the five questions.

10 points = Distinguished

9 – 8 points = Proficient

7 – 6 points = Basic

5 and below = Unsatisfactory Measurement Strategy Score \_\_\_\_\_

Decision-making plan

10 points	9 – 8 points	7 – 6 points	5- 4 points	< 4 points
The decision-making plan indicates (a) how frequently data will be collected, (b) the strategies to be used to summarize the data for evaluation, (c) how many data points or how much time will occur before the data will be analyzed, and (d) what actions will be taken based on the intervention data.	The decision-making plan indicates three of the four components.	The decision-making plan indicates two of the four components.	The decision-making plan indicates only one of the four components.	The decision-making plan is not documented.

10 points = Distinguished

9 – 8 points = Proficient

7 – 6 points = Basic

5 and below = Unsatisfactory Decision-making Plan Score \_\_\_\_\_

Progress monitoring

10 points	9 – 8 points	7 – 6 points	5 – 4 points	< 4 points
Data are collected and charted/graphed two or three times per week. Appropriate graphing/charting conventions were used (e.g., descriptive title, meaningful scale captions, appropriate scale units, intervention phases labeled).	Data are collected and charted/graphed once a week. Appropriate graphing/charting conventions were used.	Data are collected and charted/graphed irregularly and infrequently (less than once a week, but more than pre and post). Appropriate graphing/charting conventions may or may not be used.	Data are collected but not charted or graphed. Or only pre-information and post-information was collected and/or charted/graphed.	Progress monitoring data not collected.

10 points = Distinguished

9 – 8 points = Proficient

7 – 6 points = Basic

5 and below = Unsatisfactory Progress Monitoring Score \_\_\_\_\_

Formative evaluation

10 points	9 – 8 points	7 – 6 points	5 – 4 points	< 4 points
There is evidence the decision rule was followed and visual analysis was conducted. These data were used to modify or change the intervention as necessary.	There is evidence the decision rule was followed and visual analysis was conducted, but the data were not used to modify or change the intervention as necessary.	Modifications or changes were made to the intervention based on subjective data.	Modifications or changes were made to the intervention, but no indication as to what data were used to make these changes.	No formative evaluation was conducted.

10 points = Distinguished

9 – 8 points = Proficient

7 – 6 points = Basic

5 and below = Unsatisfactory Formative Evaluation Score \_\_\_\_\_

Treatment integrity

10 points	9 – 8 points	7 – 6 points	5 – 4 points	< 4 points
Degree of treatment integrity measured and monitored. Plan is implemented as designed, including decision-making rules. Intervention changes/ modified as necessary on the basis of objective data.	Degree of treatment integrity addressed. Plan was implemented as designed and modified as necessary on the basis of subjective opinions.	Degree of treatment integrity addressed. Plan was implemented with variations from the original design with no basis for change stated.	Treatment integrity addressed, but intervention was not implemented as planned.	Treatment integrity not considered.

10 points = Distinguished

9 – 8 points = Proficient

7 – 6 points = Basic

5 and below = Unsatisfactory Treatment Integrity Score \_\_\_\_\_

Summative evaluation

10 points	9 – 8 points	7 – 6 points	5 – 4 points	< 4 points
Outcome decisions are based on the progress monitoring data.	Outcome decisions are based on minimal data (i.e., pre and post tests).	Outcome decisions are based on subjective data.	Outcome decision stated but no indication of what data were used to make the conclusion.	No summative evaluation took place.

10 points = Distinguished

9 – 8 points = Proficient

7 – 6 points = Basic

5 and below = Unsatisfactory Summative Evaluation Score \_\_\_\_\_

Presentation evaluation

10 points	9 – 8 points	7 – 6 points	5 – 4 points	< 4 points
The presenter well prepared and used appropriate technology to enhance the presentation. The presentation was clear and understandable. Handouts were provided. The presenter was able to answer questions related to the intervention.	The presenter was prepared and used technology to enhance the presentation. The presentation was mostly clear and understandable. Handouts were provided. The presenter was able to answer questions related to the intervention.	The presenter was prepared but lacked technology to enhance the presentation. The presentation lacked clarity at times. Handouts were provided.	The presenter was not prepared and lacked technology to enhance the presentation. The presentation was not clear.	The presenter was not prepared and did not use technology to enhance the presentation. The presentation was mostly unclear. No handouts were provided.

10 points = Distinguished

9 – 8 points = Proficient

7 – 6 points = Basic

5 and below = Unsatisfactory Presentation Evaluation Score \_\_\_\_\_

Overall Grade

140 – 126 points = Distinguished

125 – 112 points = Proficient

111 – 84 = Basic

83 and below = Unsatisfactory **Overall Score** \_\_\_\_\_

Presentation Topic \_\_\_\_\_

Semester \_\_\_\_\_

Date \_\_\_\_\_

\_\_\_\_\_  
Practicum Student Signature

\_\_\_\_\_  
Instructor's Signature

## **Behavioral Intervention Grading Rubric**

### Behavioral definition

10 points	9 – 8 points	7 – 6 points	5 – 4 points	< 4 points
Definition is (a) <i>objective</i> —refers to observable and measurable characteristics of behavior; (b) <i>clear</i> —so unambiguous that it could be read, repeated, and paraphrased by observers; and (c) <i>complete</i> —delineates both examples and non-examples of the behavior.	Definition meets only two of the three criteria (i.e., objective, clear, complete).	Definition meets only one of the three criteria (i.e., objective, clear, complete).	Problem behavior is stated in general terms (e.g., reading comprehension, aggressive behavior, etc.).	Behavioral definition is not written.

10 points = Distinguished

9 – 8 points = Proficient

7 – 6 points = Basic

5 and below = Unsatisfactory Behavioral Definition Score \_\_\_\_\_

Baseline data

10 points	9 – 8 points	7 – 6 points	5 – 4 points	< 4 points
<p><i>Data collected</i> on the behavior <i>prior</i> to implementing the intervention consisting of repeated measures of the target behavior over several (at least three) sessions, days, or even weeks until a stable range of behavior has been identified.</p>	<p>Data collected on the behavior prior to implementing the intervention; however, only two data points are reported.</p>	<p>Data collected on the behavior prior to implementing the intervention; however, only one data point is reported.</p>	<p>Data collected on the behavior prior to implementing the intervention; however, the dimension(s) addressed are not the most appropriate for the selected target behavior.</p>	<p>Baseline data not gathered prior to implementing the intervention.</p>

10 points = Distinguished

9 – 8 points = Proficient

7 – 6 points = Basic

5 and below = Unsatisfactory Baseline Data Score \_\_\_\_\_

Problem validation

10 points	9 –8 points	7 – 6 points	5 – 4 points	< 4 points
The magnitude of the discrepancy is quantified, based on a comparison between student's performance and the local educational setting demands.	The magnitude of the discrepancy is quantified, based on a comparison between the student's performance and standards outside the local educational setting.	The magnitude of the discrepancy is quantified, but is based on an opinion.	The magnitude of the discrepancy is described qualitatively.	Problem is not validated; magnitude of the discrepancy is not described.

10 points = Distinguished

9 – 8 points = Proficient

7 – 6 points = Basic

5 and below = Unsatisfactory Problem Validation Score \_\_\_\_\_

Problem analysis

10 points	9 –8 points	7 – 6 points	5 – 4 points	< 4 points
Examined relevant and alterable factors from curriculum, instruction, environment, and student domains using a variety of procedures (RIOT: review, interview, observe, test) to collect data from a variety of relevant sources and settings. Used this information to develop a specific intervention to change the behavior.	Examined relevant and alterable factors from two to three domains only using two to three procedures to gather information. Used this information to develop a specific intervention to change the behavior.	Examined relevant and alterable factors from only the student domains using a variety of procedures (RIOT) to collect data from a variety of relevant sources and settings. Used this information to develop a specific intervention to change the behavior.	Examined relevant and alterable factors from the domains only using a variety of procedures to gather information from a variety of sources. However, there is no indication this information was used to develop a specific intervention to change the behavior.	Problem analysis is not conducted.

10 points = Distinguished

9 – 8 points = Proficient

7 – 6 points = Basic

5 and below = Unsatisfactory Problem Analysis Score \_\_\_\_\_

Goal setting

10 points	9 – 8 points	7 – 6 points	5-4 points	< 4 points
Goal stated narratively and represented graphically on performance charts specifying time frame, condition, behavior, and criterion, which is based on a comparison between the student's baseline data and the expectations.	Goal represented graphically on performance chart specifying time frame, behavior, criterion, and condition— not stated narratively.	Goal stated narratively specifying time frame, behavior, criterion, and condition— not represented graphically.	Goal stated narratively and/or represented graphically on performance chart but does not specify all four components (time frame, condition, behavior, criterion).	Goal is not measureable or is not set.

10 points = Distinguished

9 – 8 points = Proficient

7 – 6 points = Basic

5 and below = Unsatisfactory Goal Setting Score \_\_\_\_\_

Behavioral plan

10 points	9 – 8 points	7 – 6 points	5 – 4 points	< 4 points
Plan stated (a) procedures/strategies, (b) materials, (c) when, (d) where, and (e) persons responsible.	Plan stated procedures/strategies. But one of the following components is missing: materials, when, where, or persons responsible.	Plan stated procedures/strategies. But two of the following components is missing: materials, when, where, or persons responsible.	Generic description of intervention strategy (e.g., behavior management) is stated. Materials, when, where, and persons responsible may be present.	Intervention plan not written. Or generic descriptions of interventions (e.g., behavior management) only.

10 points = Distinguished

9 – 8 points = Proficient

7 – 6 points = Basic

5 and below = Unsatisfactory Intervention Plan Score \_\_\_\_\_

Measurement strategy

10 points	9 – 8 points	7 – 6 points	5 – 4 points	< 4 points
A measurement strategy is developed answering <i>how?</i> <i>what?</i> <i>where?</i> <i>who?</i> and <i>when?</i>	A measurement strategy is developed but only answers four of the five questions: <i>how?</i> <i>what?</i> <i>where?</i> <i>who?</i> and <i>when?</i>	A measurement strategy is developed but only answers three of the five questions: <i>how?</i> <i>what?</i> <i>where?</i> <i>who?</i> and <i>when?</i>	A measurement strategy is developed but only answers two of the five questions: <i>how?</i> <i>what?</i> <i>where?</i> <i>who?</i> and <i>when?</i>	Measurement strategy is not developed. Or the measurement strategy only answers one of the five questions.

10 points = Distinguished

9 – 8 points = Proficient

7 – 6 points = Basic

5 and below = Unsatisfactory Measurement Strategy Score \_\_\_\_\_

Decision-making plan

10 points	9 – 8 points	7 – 6 points	5- 4 points	< 4 points
The decision-making plan indicates (a) how frequently data will be collected, (b) the strategies to be used to summarize the data for evaluation, (c) how many data points or how much time will occur before the data will be analyzed, and (d) what actions will be taken based on the intervention data.	The decision-making plan indicates three of the four components.	The decision-making plan indicates two of the four components.	The decision-making plan indicates only one of the four components.	The decision-making plan is not documented.

10 points = Distinguished

9 – 8 points = Proficient

7 – 6 points = Basic

5 and below = Unsatisfactory Decision-making Plan Score \_\_\_\_\_

Progress monitoring

10 points	9 – 8 points	7 – 6 points	5 – 4 points	< 4 points
Data are collected and charted/graphed two or three times per week. Appropriate graphing/charting conventions were used (e.g., descriptive title, meaningful scale captions, appropriate scale units, intervention phases labeled).	Data are collected and charted/graphed once a week. Appropriate graphing/charting conventions were used.	Data are collected and charted/graphed irregularly and infrequently (less than once a week, but more than pre and post). Appropriate graphing/charting conventions may or may not be used.	Data are collected but not charted or graphed. Or only pre-information and post-information was collected and/or charted/graphed.	Progress monitoring data not collected.

10 points = Distinguished

9 – 8 points = Proficient

7 – 6 points = Basic

5 and below = Unsatisfactory Progress Monitoring Score \_\_\_\_\_

Formative evaluation

10 points	9 – 8 points	7 – 6 points	5 – 4 points	< 4 points
There is evidence the decision rule was followed and visual analysis was conducted. These data were used to modify or change the intervention as necessary.	There is evidence the decision rule was followed and visual analysis was conducted, but the data were not used to modify or change the intervention as necessary.	Modifications or changes were made to the intervention based on subjective data.	Modifications or changes were made to the intervention, but no indication as to what data were used to make these changes.	No formative evaluation was conducted.

10 points = Distinguished

9 – 8 points = Proficient

7 – 6 points = Basic

5 and below = Unsatisfactory Formative Evaluation Score \_\_\_\_\_

Treatment integrity

10 points	9 – 8 points	7 – 6 points	5 – 4 points	< 4 points
Degree of treatment integrity measured and monitored. Plan is implemented as designed, including decision-making rules. Intervention changes/ modified as necessary on the basis of objective data.	Degree of treatment integrity addressed. Plan was implemented as designed and modified as necessary on the basis of subjective opinions.	Degree of treatment integrity addressed. Plan was implemented with variations from the original design with no basis for change stated.	Treatment integrity addressed, but intervention was not implemented as planned.	Treatment integrity not considered.

10 points = Distinguished

9 – 8 points = Proficient

7 – 6 points = Basic

5 and below = Unsatisfactory Treatment Integrity Score \_\_\_\_\_

Summative evaluation

10 points	9 – 8 points	7 – 6 points	5 – 4 points	< 4 points
Outcome decisions are based on the progress monitoring data.	Outcome decisions are based on minimal data (i.e., pre and post tests).	Outcome decisions are based on subjective data.	Outcome decision stated but no indication of what data were used to make the conclusion.	No summative evaluation took place.

10 points = Distinguished

9 – 8 points = Proficient

7 – 6 points = Basic

5 and below = Unsatisfactory Summative Evaluation Score \_\_\_\_\_

Overall Grade

120 – 108 points = Distinguished

107 – 96 points = Proficient

47 and below = Unsatisfactory **Overall Score** \_\_\_\_\_

Behavioral Intervention Type \_\_\_\_\_

Semester \_\_\_\_\_

Date \_\_\_\_\_

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Instructor's Signature

## **Prevention Grading Rubric**

### Needs Assessment

15 - 13 points	12 – 10 points	9 – 7 points	6 – 4 points	< 4 points
A needs assessment has been conducted and utilized to determine the needs and competencies of students, teachers, school-based support staff, administrators, parents, and/or community.	While a needs assessment was not conducted, ecological factors were considered in when developing and implementing the prevention program.	The needs o the stakeholders were not adequately considered when developing the prevention program.	The needs of the stakeholders was not considered when developing the prevention program.	No consideration is given to ecology or the needs of the stakeholders.

15 - 13 points = Distinguished

12 – 10 points = Proficient

9 – 7 points = Basic

6 and below = Unsatisfactory Needs Assessment Score \_\_\_\_\_

Justification of Prevention Program

<p>20 - 18 points</p> <p>The prevention program provides justification for the level chosen (primary prevention, risk reduction, early intervention, and treatment). In addition, justification is provided regarding the type of service provided.</p>	<p>17 – 15 points</p> <p>The prevention program provides a limited justification for the level chosen (primary prevention, risk reduction, early intervention, and treatment). In addition, limited justification is provided regarding the type of service provided.</p>	<p>14 – 12 points</p> <p>The prevention program provides services. However, either no justification is provided for the level chosen or no justification is provided for the services provided.</p>	<p>11 – 9 points</p> <p>The prevention program provides services but neither justification is provided for the level chosen or the services provided.</p>	<p>&lt; 9 points</p> <p>The prevention program is limited and no justification is provided at all.</p>
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20 - 18 points = Distinguished

17 – 15 points = Proficient

14 – 12 points = Basic

11 and below = Unsatisfactory

Justification of Prevention Program Score \_\_\_\_\_

Prevention Manual

<p>20 - 18 points</p> <p>The manual provides an overview and purpose of the prevention program. In addition, the needs assessment measure is included, the objectives of the prevention program are clearly stated, specific instructions for implementing the prevention program are included, any handouts are included, a description of the prevention program, a description of any exercises are included, and the evaluation form is included in the manual.</p>	<p>17 – 15 points</p> <p>The manual provides an overview and purpose of the prevention program. However, two or more of the following is lacking: a) the needs assessment measure, b) the objectives of the prevention program, c) specific instructions for implementing the prevention program, d) a description of the prevention program, or e) the evaluation form.</p>	<p>14 – 12 points</p> <p>The manual provides an overview and purpose of the prevention program. However, three or more of the following is lacking: a) the needs assessment measure, b) the objectives of the prevention program, c) specific instructions for implementing the prevention program, d) a description of the prevention program, or e) the evaluation form.</p>	<p>11 – 9 points</p> <p>The manual provides an adequate overview and purpose of the prevention program. However, two or more of the following is lacking: a) the needs assessment measure, b) the objectives of the prevention program, c) specific instructions for implementing the prevention program, d) a description of the prevention program, or e) the evaluation form.</p>	<p>&lt; 9 points</p> <p>The manual is missing an overview or does not address several of the requested areas.</p>
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20 - 18 points = Distinguished

17 – 15 points = Proficient

14 – 12 points = Basic

11 and below = Unsatisfactory

Prevention Manual Score \_\_\_\_\_

### Evaluating the Prevention Program

15 - 13 points	12 – 10 points	9 – 7 points	6 – 4 points	< 4 points
The objectives of the prevention program were clearly evaluated and data is presented regarding the effectiveness or lack of effectiveness of the prevention program. Recommendations are provided for other professionals who may attempt to develop and implement a similar prevention program in the future.	The objectives of the prevention program were evaluated and limited data is presented regarding the effectiveness or lack of effectiveness of the prevention program. Recommendations are provided for other professionals who may attempt to develop and implement a similar prevention program in the future.	The objectives of the prevention program were evaluated and limited data is presented regarding the effectiveness or lack of effectiveness of the prevention program. Also, recommendations lack insight and offer little in assisting professionals who may attempt to develop and implement a similar prevention program in the future.	The objectives of the prevention program were not evaluated and limited data is presented regarding the effectiveness or lack of effectiveness of the prevention program. Also, no recommendations are provide to assist professionals who may attempt to develop and implement a similar prevention program n the future.	No formative evaluation was conducted.

15 – 13 points = Distinguished

12 – 10 points = Proficient

9 – 7 points = Basic

6 and below = Unsatisfactory

Evaluating the Program Score \_\_\_\_\_  
Overall Grade \_\_\_\_\_

70 – 62 points = Distinguished

58 – 50 points = Proficient

46 – 38 = Basic

37 and below = Unsatisfactory **Overall Score** \_\_\_\_\_

Prevention Topic \_\_\_\_\_

Semester \_\_\_\_\_

Date \_\_\_\_\_

\_\_\_\_\_  
Practicum Student Signature

\_\_\_\_\_  
Instructor's Signature

## Consultation Summary Grading Rubric

### Consultation Summary Background Information

20 - 18 points	17 – 15 points	14 – 12 points	11 – 9 points	< 9 points
Identifying information, consultation purpose and goals, and background information are complete, precisely described, and sufficiently comprehensive to illustrate the nature of the consultation.	Identifying information, consultation purpose and goals, and background information are present, however one or more are lacking precise description OR sufficient comprehensiveness.	Identifying information, consultation purpose and goals, and background information are present, however one or more are lacking precise description AND sufficient comprehensiveness.	One of the sections (identifying information, consultation purpose and goals, and background information) may be missing and/or several are lacking precise description AND sufficient comprehensiveness.	Two or more of the sections (identifying information, consultation purpose and goals, and background information) are not present.

20 - 18 points = Distinguished

17 – 15 points = Proficient

14 – 12 points = Basic

11 and below = Unsatisfactory Background Information Score \_\_\_\_\_

Theoretical Model

20 - 18 points	17 – 15 points	14 – 12 points	11 – 9 points	< 9 points
The theoretical model (e.g., behavioral, mental health, collaborative, and/or other consultation model) followed during the consultation is clearly stated and strong support for using the specific model selected is provided.	A theoretical model is not clearly indicated and only moderate support is provided for choosing a particular model of consultation.	A theoretical model is identified and little support is provided as to why you selected this model of consultation.	It is unclear which theoretical model was selected and there is minimal support provided.	No consideration is given to the model of consultation used.

20 - 18 points = Distinguished

17 – 15 points = Proficient

14 – 12 points = Basic

11 and below = Unsatisfactory Theoretical Model Score \_\_\_\_\_

Consultation Interview

20 - 18 points	17 – 15 points	14 – 12 points	11 – 9 points	< 9 points
The consultative interview is complete, precisely described, and sufficiently comprehensive to depict the consultation.	The consultative interview is described but lacks precise description OR sufficient comprehensiveness.	The consultative interview is provided but lacks precise description AND sufficient comprehensiveness.	The consultative interview was conducted but not included in the summary.	The consultative interview was not conducted or included in the written summary.

20 - 18 points = Distinguished

17 – 15 points = Proficient

14 – 12 points = Basic

11 and below = Unsatisfactory Consultative Interview Score \_\_\_\_\_

Consultation Plan

20 - 18 points	17 – 15 points	14 – 12 points	11 – 9 points	< 9 points
Plan stated (a) procedures/strategies, (b) materials provided, (c) when, (d) where, and (e) persons responsible.	Plan stated procedures/strategies. But one of the following components is missing: materials provided, when, where, or persons responsible.	Plan stated procedures/strategies. But two of the following components is missing: materials provided, when, where, or persons responsible.	Generic description of plan (e.g., behavior management) is stated. Materials provided, when, where, and persons responsible may be present.	Consultation plan not written. Or generic descriptions of interventions recommended (e.g., behavior management) only.

20 - 18 points = Distinguished

17 – 15 points = Proficient

14 – 12 points = Basic

11 and below = Unsatisfactory

Consultation Plan Score \_\_\_\_\_

### Evaluating the Consultation

20 - 18 points	17 – 15 points	14 – 12 points	11 – 9 points	< 9 points
There is evidence indicating the consultation was effective or non-effective. Based upon the evaluation/data, the practicum students provides a critical self-evaluation of their role in the consultation process and the outcome of the consultation.	There is evidence indicating the consultation was effective or non-effective. Based upon the evaluation/data, the practicum students provides a critical self-evaluation of their role in the consultation process; however, the outcome of the consultation is unclear.	There is evidence indicating the consultation was effective or non-effective. However, the student does not provide a critical self-evaluation of their role in the consultation process or discuss the outcome of the consultation.	There is little evidence indicating the consultation was effective or non-effective. The student does not provide a critical self-evaluation of their role in the consultation process or discuss the outcome of the consultation.	No evidence is providing indicating whether the consultation was effective or non-effective. No formative evaluation was conducted.

20 - 18 points = Distinguished

17 – 15 points = Proficient

14 – 12 points = Basic

11 and below = Unsatisfactory

Evaluating the Consultation Score \_\_\_\_\_

Overall Grade

100 – 90 points = Distinguished

85 – 75 points = Proficient

70 – 60 points = Basic

59 points and below = Unsatisfactory **Overall Score** \_\_\_\_\_

Consultation Setting \_\_\_\_\_

Semester \_\_\_\_\_

Date \_\_\_\_\_

\_\_\_\_\_  
Practicum Student Signature

\_\_\_\_\_  
Instructor's Signature

## **Appendix F: Outside Employment Policy and Request Form**

## **Policy for Clinical Activities for Ph.D. Students in School Psychology**

Students wishing to engage in clinical work during their doctoral program in School Psychology at Ball State University have several opportunities. They include:

Prepracticum hours during their first year

Practicum hours affiliated with supervised health service psychology training settings

Internship in School Psychology hours (Externship)

Clinical activities outside of the first four.

When students engage in clinical activities for the first four categories the details, policies, and instructions can be found with the relevant course syllabus or faculty graduate assistant job duties. This document addresses the sixth category and students wishing to pursue this option must follow the following policies:

Students must first meet with the Director of Doctoral Internships to discuss their intention to conduct clinical work. At this time the Director of Doctoral Internships will discuss the process with the student. Students should plan on meeting with the Director of Doctoral Internships several weeks prior to starting outside clinical activities. No clinical work can be conducted until the process described in this document is complete and approved.

Students approved by the Director of Doctoral Internships to seek outside clinical work must complete the attached document.

Students will then meet with the Director of Doctoral Internships to review the suitability of the placement. The Director of Doctoral Internships will either approve or deny the clinical placement for the student. Unless an exception is made, the student must have completed the school psychology practicum prior to engaging in outside clinical work.

Depending upon the frequency and nature of the clinical work the student may be required to register for EDPS 791 Internship in School Psychology or EDPS 778 Practicum in Evidence Based Interventions in order to obtain group supervision. This decision will be at the discretion of the faculty instructor for EDPS 791/EDPS 778 with input from the Director of the Doctoral Program.

Students wishing to complete clinical hours with the Director of Doctoral Internships will need to complete step 3 and 4 with the Director of the Doctoral Program. Appeals

of this decision may be directed in writing to the Department Chair of the Educational Psychology Department.

Students may be required to purchase Liability Insurance prior to starting any clinical activities.

## Request for Outside Clinical Work

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Name of Site: \_\_\_\_\_

Site Address: \_\_\_\_\_

Site Phone Number: \_\_\_\_\_

Type of setting:    Clinic \_\_\_\_\_ School \_\_\_\_\_ Hospital \_\_\_\_\_  
                          Residential \_\_\_\_\_ Mental Health \_\_\_\_\_ Other \_\_\_\_\_

Desired Start Date \_\_\_\_\_ Desired End Date \_\_\_\_\_

Primary Supervisor (include degrees):  
\_\_\_\_\_

Licensed Psychologist: Yes \_\_\_\_\_ No \_\_\_\_\_

Health Service Provider in Psychology Endorsement: Yes \_\_\_\_\_ No \_\_\_\_\_

Licensed School Psychologist: Yes \_\_\_\_\_ No \_\_\_\_\_

Number of face-to-face supervision hours per week: \_\_\_\_\_

Secondary Supervisor (if applicable):  
\_\_\_\_\_

Licensed Psychologist: Yes \_\_\_\_\_ No \_\_\_\_\_

Health Service Provider in Psychology Endorsement: Yes \_\_\_\_\_ No \_\_\_\_\_

Licensed School Psychologist: Yes \_\_\_\_\_ No \_\_\_\_\_

Number of face-to-face supervision hours per week: \_\_\_\_\_

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**FOR THE DIRECTOR OF DOCTORAL INTERNSHIPS**

If applicable, the student's Graduate Assistantship Supervisor must also approve the plan, and this plan for outside clinical work may also be subject to approval by the Department Chair and the Graduate School. The Director of Doctoral Internships will route for necessary approvals.

PLAN:

\_\_\_\_\_ Approved

\_\_\_\_\_ Not Approved. If not approved please list the reason

Director of Doctoral Internships Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

**Appendix G: Policy and Goals on Inclusive Excellence,  
Recruitment, Selection and Retention of Culturally Diverse  
Students and Faculty**

Inclusive Excellence, Diversity Recruitment and Retention Plan for Students and Faculty  
PhD in School Psychology Program  
Adopted spring 2019

Overall program plans and activities reflect the following components:

1. An infused model of training in the areas of diversity, equity, individual and cultural differences, cultural awareness and sensitivity; reflective professional practice; research and value of evidence-based practice; general modeling by faculty and training of students consistent with profession-wide competencies in health service psychology

2. Ongoing professional development for faculty and students

3. Embracing the Department of Educational Psychology's mission statement and Diversity Plan (attached as appendix), including:

***Department of Educational Psychology Goals***

1. *Recruit and retain diverse faculty, staff, and students*
2. *Ensure the quality and quantity of experiences focused on diversity for all members of the department*
3. *All courses will integrate elements of diversity*
4. *Encourage, support, and reward research, service, and community engagement regarding diversity (merit document)*

4. Embracing the 7 core values named in Ball State University's 2040 strategic plan (see <https://www.bsu.edu/about/strategic-plan> ), including:

***#5 Inclusiveness***

*We commit to respect and embrace equity, inclusion, and diversity in people, ideas, and opinions.*

**The following plans and evaluation steps are focused on the PhD Program level and were adopted in the 2019-2020 edition of the Doctoral Student Handbook**

There are four components to this plan:

**A. Student Recruitment to promote inclusivity, equity and diversity**

**B. Student Retention to promote inclusivity, equity and diversity**

**C. Faculty Recruitment to promote inclusivity, equity and diversity**

**D. Faculty Retention to promote inclusivity, equity and diversity**

**Appendix to Plan:** Department of Educational Psychology, Policy for the Recruitment and Retention of a Diverse Community of Students, Faculty, and Staff (Adopted 11/28/2018)

**A. Student Recruitment to promote inclusivity, equity and diversity**

Effort/Plan Element	How it will be systematically evaluated	Systematic plan for discussion of effectiveness and whether to enhance strategies/plan	Revised Effort/Plan (if applicable)	Revised method for systematic evaluation (if applicable)
1. Solicit applications to the program by sending individualized emails using targeted regional recruitment from McNair Scholars database with the goal of increasing applications from underrepresented groups	a. Examining the number of applications from the McNair database	i. Core meeting discussion at the conclusion of application reviews on annual basis ii. The Director will meet with current McNair scholars once per semester to solicit any ideas improve recruitment		
2. Solicit applications to the program by sending individualized emails and program flyers to psychology department chairs and faculty in all regional Historically Black Colleges and Universities with the goal of increasing applications from underrepresented groups	a. Examining the number of applications from HBCUs.	i. Core meeting discussion at the conclusion of application reviews on annual basis ii. The Director will meet with current students who attended undergraduate HBCUs once per semester to solicit any ideas improve recruitment		
3. Use and encourage student and faculty use of university institutional membership to National Center for Faculty Development and Diversity (NCFDD) for resources related to student recruitment	a. Program director will verify the university level active login prior to start of fall term each year to verify ongoing institutional membership;	i. Core discussion as agenda item at first fall meeting to verify Core member participation ii. Ongoing agenda item when new resources are disseminated from NCFDD		

	<p>yes/no will be indicated;</p> <p>b. Goal is 100% of Core faculty maintain active login status in the NCFDD if university membership is maintained</p>			
<p>4. Faculty involvement in diversity related research and service activities will be highlighted in recruitment efforts</p>	<p>a. Each faculty member is expected to have <i>professional activities (Boyer model)</i> listed in annual merit documents and</p> <p>b. these activities will be listed on faculty information and disseminated to potential students</p>	<p>i. List of Core faculty and the diversity-related professional activities will be listed in recruitment materials.</p> <p>ii. Core faculty will verify that each member meets criteria as part of annual review of program goals.</p>		
<p>5. Program faculty will seek membership each academic year on the Departmental level committee on Diversity and Inclusion</p>	<p>a. At least one Core faculty member will be nominated or elected to this committee</p>	<p>i. Program director will verify with department chair that this occurs at the time the annual service committees are elected within the department annually</p>		
<p>6. When inviting prospective students to interview, routinely include an option to interview by teleconference to reduce barriers of travel expenses for interviewing</p>	<p>a. Examine diversity representation at the application and interview level relative to program application and</p>	<p>i. The Core will review diversity representation in applications and interview attendance at the first core meeting following final interviews,</p>		

	admissions procedures	including proportion of diversity representation in research interests and by specific ethnic, racial, and gender identity		
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**B. Student Retention to promote inclusivity, equity and diversity**

Effort/Plan Element	How it will be systematically evaluated	Systematic plan for discussion of effectiveness and whether to enhance strategies/plan	Revised Effort/Plan (if applicable)	Revised method for systematic evaluation (if applicable)
<p>1. Faculty will participate in and encourage students to be aware of activities and resources offered through the Ball State University’s Office of Institutional Diversity for resources related to student retention</p>	<p>a. Faculty will indicate whether they are receiving emails from the weekly announcements from the Office of Institutional Diversity                      b. Items will be added to the annual student feedback process, seeking student input about (1) student awareness of the resources and activities available at the university level and (2) for program level demonstration of inclusive and culturally sensitive training activities.</p>	<p>i. Faculty awareness and receipt of weekly emails from OID will be discussed at the annual evaluation meeting                      ii. The survey item result will be discussed at the annual student progress meeting in relation to program-wide expectations are discussed by the Core Results are for program input, not student evaluation purposes</p>		
<p>2. Syllabus statement on the importance of diversity and inclusion and diversity-related competencies are infused in all courses.</p>	<p>a. Syllabi will be reviewed for compliance by the department and this verification will be documented by the program director when syllabi are</p>	<p>i. Feedback and discussion as Core meeting agenda item will occur at the first Core meeting after verification of syllabi contents each term.</p>		

	gathered each term.			
3. Faculty will solicit student involvement in diversity related research and service activities.	<p>a. Each faculty member is expected to have <i>professional activities (Boyer model)</i> listed in annual merit documents and</p> <p>b. Students should be invited and involved in these professional activities.</p>	<p>i. Items will be added to the annual student feedback process, seeking student input about student-faculty collaborations outside class work related to diversity topics</p> <p>ii. Faculty will review student lists at annual review meeting.</p>		
4. Core will maintain its commitment to host a national level guest speaker to address professional development topics related to diversity on an annual basis.	<p>a. The speaker event will occur (yes/no) and the feedback survey from student and professionals attending the event are compiled and discussed by the Core; positive feedback about the value of the training is the goal.</p>	<p>i. Aggregated survey results are discussed by the Core at the first Core meeting following the training event.</p>		

**C. Faculty Recruitment to promote inclusivity, equity and diversity**

Effort/Plan Element	How it will be systematically evaluated	Systematic plan for discussion of effectiveness and whether to enhance strategies/plan	Revised Effort/Plan (if applicable)	Revised method for systematic evaluation (if applicable)
<p>1. <i>The program includes positive diversity-related statements in all faculty job postings and commits to post job announcements using the resources for reaching diverse potential job seekers, including the list of organizations maintained by the university's Office of Institutional Diversity (see <a href="https://www.bsu.edu/about/administrativeoffices/institutionaldiversity/faculty/job-posting-websites">https://www.bsu.edu/about/administrativeoffices/institutionaldiversity/faculty/job-posting-websites</a>).</i></p>	<p>a. Job postings will be reviewed by the program director for compliance, with department chair verification that the effort is occurring.</p>	<p>i. At regularly scheduled Core meetings agenda items related to job postings at each meeting when an active faculty search is planned or is underway</p>		
<p>2. Syllabus statement on the importance of diversity and inclusion will be highlighted in discussions with potential job candidates</p>	<p>a. Department chair and Core members who interact with job candidates will verify this is occurring in interactions with job candidates.</p>	<p>i. At Core meetings held prior to and after job candidates visit campus</p>		
<p>3. Provide the Departmental Mission Statement and Diversity Goal and Activity Statement to prospective candidates (document attached)</p>	<p>a. Department chair and Core members who interact with job candidates will verify this is occurring in interactions with job candidates.</p>	<p>i. At Core meetings held prior to and after job candidates visit campus</p>		

**D. Faculty Retention to promote inclusivity, equity and diversity**

Effort/Plan	How it will be systematically evaluated	Systematic plan for discussion of effectiveness and whether to enhance strategies/plan	Revised Effort/Plan if applicable	Revised method for systematic evaluation if applicable
<p><i>1. The Program Core will continue to provide instruction, including all training materials and pedagogy, consistent with an infused model of training to address individual and cultural diversity in the program curriculum. This commitment to an infused training model was implemented in 2011 and is ongoing.</i></p>	<p>a. Syllabus review each term for content review related to infused training model</p>	<p>i. Feedback and discussion as Core meeting agenda item will occur at the first Core meeting after verification of syllabi contents each term.</p>		
<p>2. Core will maintain its commitment to host a national level guest speaker to address professional development topics related to diversity on an annual basis.</p>	<p>a. The speaker event will occur (yes/no) and the feedback survey from student and professionals attending the event are compiled and discussed by the Core; positive feedback about the value of the training is the goal.</p>	<p>i. Aggregated survey results are discussed by the Core at the first Core meeting following the training event.</p>		
<p>3. Faculty will participate in and encourage students to be aware of activities and resources offered through the Ball State University's Office of Institutional Diversity for resources related to faculty retention</p>	<p>a. Faculty will indicate whether they are receiving emails from the weekly announcements from the Office of Institutional Diversity</p>	<p>i. Faculty awareness and receipt of weekly emails from OID will be discussed at the annual evaluation meeting</p>		

<p>4. Use and encourage student and faculty use of university institutional membership to National Center for Faculty Development and Diversity (NCFDD) for resources related to student recruitment</p>	<p>a. Goal is 100% of Core faculty are expected to be members of the NCFDD if university membership is maintained</p>	<p>i. Core discussion as agenda item at first fall meeting to verify Core member participation ii. Ongoing agenda item when new resources are disseminated from NCFDD</p>		
<p>5. Faculty will support the Departmental Diversity Goals and Engage in the Department Diversity Activities within the Goals (Departmental Diversity Goals and Activities document attached)</p>	<p>a. 100% of Core faculty are expected to engage in departmental diversity-related activities</p>	<p>i. Core discussion and departmental discussion ii. Ongoing agenda item when opportunities and activities occur related to the departmental goals and diversity-related activities</p>		

**Adopted for AY 2019-2020; Rev. 1/31/19 JBS; Rev. 1/10/2022**

## Appendix to Plan

### Department of Educational Psychology Policy for the Recruitment and Retention of a Diverse Community of Students, Faculty, and Staff Adopted 11/28/2018

#### Diversity Statement

We share the university's responsibility to prepare professionals who recognize, reflect, and embrace the diversity of a global community. Diversity includes ethnicity, culture, language, exceptionality, gender, gender expression, age, sexual orientation, socioeconomic status, regional/geographic background, and religion.

We are committed to proactively recruiting, hiring, supporting, and retaining a diverse community of students, faculty, and staff dedicated to equality and educational opportunities for all. Our commitment is operationalized through instructional practices and curricula, student admissions policies, faculty and staff development, collegial engagement, and reward systems. This commitment is reflected in the departmental policies and procedures, as well as the practice of ongoing assessment to ensure progress and continual improvement.

#### Teachers College Goals

- Foster a climate of inclusivity, equity, and access. (Climate/Culture)
- Develop diversity recruiting goals for faculty, staff, and students. (Recruitment)
- Identify and support the needs of diverse faculty, staff, and students. (Retention)
- Expand diversity awareness, knowledge, and competency. (Education)
- Foster and reward diversity-related scholarship, teaching and service. (Reward)
- Support dissemination of diversity-related scholarship. (Public Relations)

#### Department of Educational Psychology Goals

5. Recruit and retain diverse faculty, staff, and students
6. Ensure the quality and quantity of experiences focused on diversity for all members of the department
7. All courses will integrate elements of diversity
8. Encourage, support, and reward research, service, and community engagement regarding diversity (merit document)

#### Department Goal Related Activities

##### *Goal 1: Recruit and retain diverse faculty, staff, and students*

###### *Activities*

- Pursue field experiences in diverse field experiences and practicum for students
- Host two brown bag diversity-focused research discussions as a part of faculty meetings

- Include a diversity spotlight (topics, research, teaching, etc.) as a part of faculty meetings
- Include a diversity section in the missive
- Promote opportunities on campus and the greater community and in dept in the missive
- Build partnerships with regional HBCUs to recruit for graduate study with funding
- Actively recruit students from McNair Programs
- Ongoing education and training on best practices for hiring and promotion and tenure for recruitment and retention of diverse faculty
- Offer formal opportunities to receive mentorship and guidance

***Goal 2: Ensure the quality and quantity of experiences focused on diversity for all members of the department***

*Activities*

- Promote opportunities on campus and the greater community and in dept in the missive
- Create a standing committee who will focus on diversity related issues in the department.
- Trainings for faculty members, with specific trainings for search committees and P&T Committees.

***Goal 3: All courses will integrate elements of diversity***

*Activities*

- Encourage faculty to include content by non-white or non-male authors, provide feedback to students related to implicit and explicit bias in coursework
- Incorporating elements of diversity as a part of annual teaching evaluations
- Specific training for graduate teaching assistants and faculty regarding culturally responsive pedagogy
- Offer formal opportunities to receive mentorship, guidance, peer consultation on culturally responsive pedagogy

***Goal 4: Encourage, support, and reward research, service, and community engagement regarding diversity (merit document)***

*Activities*

- Include diversity related activities for merit document as a required element with a minimum of participation of two activities per year. Diversity related activities above and beyond the minimum requirement can be included as additional merit points
- Include diversity related activities as a part of annual student reviews
- Promote opportunities on campus and the greater community and in dept in the missive
- Actively pursue and partner with campus groups related to diversity
- Promote and document partnerships with campus and community groups related to diversity
- Encourage and support faculty to apply for Diversity Fellowships through the Office of Institutional Diversity

- Offer course buyouts for diversity related activities

Suggested Text: Faculty Diversity: Removing the Barriers

# **Teachers College Diversity Plan Vision Statement Fall 2016**

It is our shared responsibility to prepare professionals who recognize, reflect, and embrace the diversity of a global community. Diversity includes the intersectionality of race, ethnicity, culture, language, exceptionality, gender, gender expression, age, sexual orientation, socioeconomic status, regional/geographic background, and religion.

We are committed to proactively recruiting, supporting, and retaining a diverse community of students, faculty, and staff dedicated to inclusivity, equity and educational opportunities for all.

Our commitment is operationalized through instructional practices and curricula, student admissions policies, faculty and staff recruiting and hiring practices, collegial engagement, and reward systems. This commitment is reflected in all written departmental and college policies and procedures, as well as the practice of ongoing assessment to ensure progress and continual improvement.

## **Goals**

1. Foster a climate of inclusivity, equity, and access. (climate/culture)
2. Develop diversity recruiting goals for faculty, staff, and students. (recruitment)
3. Identify and support the needs of diverse faculty, staff, and students. (retention)
4. Expand diversity awareness, knowledge, and competency. (education)
5. Foster and reward diversity-related scholarship, teaching and service. (reward)
6. Support dissemination of diversity-related scholarship. (public relations)

**Department of Educational Psychology**  
**Policy for the Recruitment and Retention of a Diverse Community of Students, Faculty, and Staff**

**Diversity Statement:**

We share the University's responsibility to prepare professionals who recognize, reflect, and embrace the diversity of a global community. Diversity includes the intersectionality of race, ethnicity, culture, language, exceptionality, gender, gender expression, age, sexual orientation, socioeconomic status, regional/geographic background, and religion.

We are committed to proactively recruiting, supporting, and retaining a diverse community of students, faculty, and staff dedicated to equality and educational opportunities for all.

Our commitment is operationalized through classroom interactions and curricula, student admissions policies, faculty and staff recruiting and hiring practices, collegial dialogue, and faculty and staff reward systems.

**Plan to recruit and retain diverse faculty and staff:**

- Recruit faculty and staff through direct advertising in outlets aimed at diverse populations  
Utilize resources from the Office of Institutional Diversity for recruiting faculty and staff  
<http://cms.bsu.edu/about/administrativeoffices/institutionaldiversity/resources>
- Practice University policy for equal opportunity/affirmative action
- Provide information about support systems for diverse populations within the University and community
- Actively connect faculty and staff with diversity services through OID, diversity fellows program, and other organizations
- Work with OID and the Provost to retain diverse faculty and staff who may leave
- Maintain and support research agendas in the department that are cross-cultural or otherwise intersect with diverse populations
- Maintain MOU with Moi University in Kenya to insure cross-cultural research; establish additional research relationships with international programs

**Plan to recruit and retain diverse students (including international):**

- Recruit students through direct advertising in outlets aimed at diverse populations
- Actively target McNair Scholars through direct advertising
- Provide mentors for the PhD Pathways program. Currently, we have one faculty mentor. Our goal is to increase this number to three.
- Work with Stephanie Wilson (graduate school) and Nancy Prater (distance education) to target diverse populations; e.g., target recruiting at universities with diverse populations
- Focus much recruiting regionally to recruit diverse students already in the Midwest. In addition, we will work closely with diverse students who are undergraduates at Ball State, engaging them in research, and mentoring them to pursue graduate education.

- Work directly with Rinker Center to recruit international students
- Recruit international students through MOU with Moi University. This program has resulted in the recruitment of nine international students who are actively enrolled at Ball State (seven undergraduate and 2 graduate students)
- Follow University policy for equal opportunity/affirmative action in providing assistantships to diverse students
- Maintain guaranteed funding to 2 minority students through the SREB program
- Provide focused support to diverse students and actively connect them with University programs for diverse populations

**Plan to demonstrate our commitment to embrace diverse culture:**

- Ensure the infusion of diversity themes in our curriculum and instruction.
- Maintain philosophies that support diverse, and expect students to embrace diversity. Student handbooks include descriptions of diversity goals and expectations.
- Provide immersive opportunities in diverse settings for students (e.g., practicum, immersive learning, Woodrow Wilson); 100% of school psychology students have a practicum placement in a diverse setting.
- Maintain requirements for understanding and embracing diversity in program objectives and student learning outcomes. We will use curriculum mapping to examine the scope and sequence of diversity infusion. Curricular objectives will also meet the requirements of accrediting bodies (e.g., APA and CAEP) for infusing diversity into courses and curriculum.

**Ball State Strategic Plan Goal 1 Objective 7**

**Department Goals/Objectives:**

Performance Indicator	Base	Target
Create department diversity plan for recruitment and retention a diverse body of students, faculty, and staff	Last revised in 2008	New plan created Spring 2014
Increase the number of enrolled at-risk students	18 minority graduate students (non-international) 13.3% of enrollment	Increase 2% by 2017 19 students by 2015 20 students by 2016 21 students by 2017
Increase the number of McNair Scholars	1 McNair Scholar	3 McNair Scholars apply by 2017 1 in 2015, 2 in 2016, 3 in 2017
Increase the number of international students	2 international students	6 int'l students apply by 2017 2 in 2015, 4 in 2016, 6 in 2017
Increase the number of diverse faculty and staff	4 diverse professional personnel (15%)	20% of applicants for any advertised professional personnel position will be diverse; hire at least 2 diverse faculty members by 2017 increasing total diverse personnel to 20%

Fall 2016

## **Appendix H: School Psychology Handbook Signature Page**

### Student Handbook Review Confirmation

I have read the School Psychology Student Handbook and Program Policies and fully understand all program requirements and policies.

\_\_\_\_\_  
Student Name (Printed)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Witness (Printed)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Witness (Signature)

**Appendix I: Alumni Survey**

**School Psychology Doctoral Program Alumni Survey**  
Ball State University

As a graduate of the APA-accredited doctoral program in school psychology at Ball State University, we are asking you to complete this survey. The school psychology faculty at Ball State University conducts annual assessments of the program with the goal of enhancing doctoral level training. In addition, the program is required by APA to collect distal data from its graduates to include in our self-study. Please complete the survey and return it using the self-addressed stamped envelope. **Please complete the survey and return within one week after you received it.**

Your ratings on this survey will remain confidential. All information will be aggregated. If you have any questions, please do not hesitate to contact Dr. Janay Sander at [jbsander@bsu.edu](mailto:jbsander@bsu.edu).

**Background Information**

Please indicate the setting of your first job after you graduated with your doctoral degree  
(Please mark all that apply.).

- Public School System
- Charter School
- Private School
- Higher Education
- Community Mental Health Agency
- Hospital setting
- Private Practice setting
- Postdoctoral Training

Please list where you completed your postdoctoral training and duration:

---

Other (Please indicate.) \_\_\_\_\_

2. Please indicate your current work setting (Please mark all that apply.).

- Public School System
- Charter School
- Private School
- Higher Education
- Community Mental Health Agency
- Hospital setting
- Private Practice setting
- Postdoctoral Training

Please list where you completed your postdoctoral training and duration:

---

Other (Please indicate.) \_\_\_\_\_

3. Are you currently licensed as a psychologist through a State Psychology Board? (Note: Not through a State Department of Education.): Yes \_\_\_\_\_ No \_\_\_\_\_  
If you have license, please list the state that issued you the license. \_\_\_\_\_
4. Are you currently licensed as a school psychologist through a State Department of Education? Yes \_\_\_\_\_ No \_\_\_\_\_ If you have a license, please list the state. \_\_\_\_\_
5. Do you hold any other licenses? Yes \_\_\_\_\_ No \_\_\_\_\_  
If yes, please indicate the type of license \_\_\_\_\_
6. Have you read any articles in scientific journals over the past year to help inform your practice of psychology? Yes \_\_\_\_\_ No \_\_\_\_\_
7. Have you attended a national professional conference in the past two years? Yes \_\_\_\_\_ No \_\_\_\_\_
8. Have you attended a state level professional conference in the past two years? Yes \_\_\_\_\_ No \_\_\_\_\_
9. Have you completed continuing educations requirements in the last two years? Yes \_\_\_\_\_ No \_\_\_\_\_
10. Have you authored or co-authored an article published in a professional journal since you graduated from Ball State University? Yes \_\_\_\_\_ No \_\_\_\_\_
11. Have you authored or co-authored a book chapter since you graduated from Ball State University? Yes \_\_\_\_\_ No \_\_\_\_\_
12. Have you presented a paper or poster at state or national conference since you graduated from Ball Stat University? Yes \_\_\_\_\_ No \_\_\_\_\_

**Please rate the doctoral program in school psychology at Ball State University in each of the following areas. Circle the number which best indicates your views on how well the program prepared you to practice psychology in each area.**

1-Not at all, 2-Somewhat, 3-Good, 4-Very Good, 5-Excellent

**Assessment**

- |   |           |
|---|-----------|
| 1. Administer, score, and interpret norm-referenced measures                                  | 1 2 3 4 5 |
| 2. Administer, score, and interpret criterion-referenced measures                             | 1 2 3 4 5 |
| 3. Administer, score, and interpret curriculum-based measures                                 | 1 2 3 4 5 |
| 4. Use of assessment data to inform the development of interventions                          | 1 2 3 4 5 |
| 5. Development of interviewing skills to gain information to assist in the evaluation process | 1 2 3 4 5 |

1-Not at all, 2-Somewhat, 3-Good, 4-Very Good, 5-Excellent

- |  |           |
|--|-----------|
| 6. Development of observation skills during testing  | 1 2 3 4 5 |
| 7. Inspection of records and development history during the evaluation   | 1 2 3 4 5 |
| 8. Evaluation and interpretation of assessment instruments   | 1 2 3 4 5 |
| 9. Integration of assessment data to establish client needs  | 1 2 3 4 5 |
| 10. Integration of assessment results in report form and linking results to feasible recommendations                         | 1 2 3 4 5 |
| 11. Case conferencing skills or feedback skills (explaining evaluation results to clients, parents, and other professionals) | 1 2 3 4 5 |

**Consultation**

- |   |           |
|---|-----------|
| 12. Understanding of different models of consultation   | 1 2 3 4 5 |
| 13. Rapport building with clients, teachers, and/or parents   | 1 2 3 4 5 |
| 14. Identification of resistance when consulting and methods to address resistance  | 1 2 3 4 5 |
| 15. Collaborative Consultation—development of good listening skills   | 1 2 3 4 5 |
| 16. Collaborative Consultation—ask questions, summarize, and ask appropriate questions when consulting within a group               | 1 2 3 4 5 |
| 17. Collaborative Consultation—ability to ask for and integrate views of others when discussing information or intervention options | 1 2 3 4 5 |
| 18. Communicate effectively with educational personnel or parents   | 1 2 3 4 5 |
| Application of a systematic approach to problem-solving that includes:  |           |
| 19. Identification of the problem   | 1 2 3 4 5 |
| 20. Analysis of related factors   | 1 2 3 4 5 |

1-Not at all, 2-Somewhat, 3-Good, 4-Very Good, 5-Excellent

- |  |           |
|--|-----------|
| 21. Implementation/monitoring of interventions                                     | 1 2 3 4 5 |
| 22. Evaluation or outcomes and follow-up   | 1 2 3 4 5 |
| 23. Methods and procedures for writing a consultation plan                         | 1 2 3 4 5 |
| 24. Skills and abilities to conduct a consultative interview                       | 1 2 3 4 5 |
| 25. Evaluate whether a consultation was effective or non-effective based upon data | 1 2 3 4 5 |

**Prevention**

- |  |           |
|--|-----------|
| 26. Skills necessary to develop and implement a prevention program | 1 2 3 4 5 |
|--|-----------|

Knowledge and skills related to the following areas when implementing a prevention program:

- |  |           |
|--|-----------|
| 27. Skills in conducting a needs assessment  | 1 2 3 4 5 |
| 28. Understanding and determining the appropriate level (e.g., system, building, classroom) when designing and implementing a prevention program | 1 2 3 4 5 |
| 29. Develop a prevention manual that enables others to model and implement the prevention program  | 1 2 3 4 5 |
| 30. Skills related to evaluating the effectiveness of prevention programs  | 1 2 3 4 5 |

**Intervention**

- |  |           |
|--|-----------|
| 31. Competencies in developing behavioral interventions            | 1 2 3 4 5 |
| 32. Competencies in developing academic interventions              | 1 2 3 4 5 |
| 33. Knowledge of evidenced-based interventions                     | 1 2 3 4 5 |
| 34. Use of research when developing and implementing interventions | 1 2 3 4 5 |
| 35. Skills in developing an intervention plan                      | 1 2 3 4 5 |

1-Not at all, 2-Somewhat, 3-Good, 4-Very Good, 5-Excellent

36. Skills in conducting progress monitoring when implementing an intervention 1 2 3 4 5
37. Competencies in assessing treatment integrity 1 2 3 4 5
38. Evaluation of intervention/treatment outcomes based upon data 1 2 3 4 5

**Research and Evaluation**

39. Knowledge of research design 1 2 3 4 5
40. Knowledge of research methods 1 2 3 4 5
41. Knowledge of statistical analyses 1 2 3 4 5
42. Knowledge of the publication process 1 2 3 4 5
43. Ability to communicate research and statistical results 1 2 3 4 5
44. Ability to link research with evidenced-based treatments 1 2 3 4 5
45. Ability to discriminate between good and poor research 1 2 3 4 5
46. Knowledge of validity and reliability when selecting instruments 1 2 3 4 5
47. Ability to conduct a literature review 1 2 3 4 5
48. Skills needed to present research at a state or national meeting 1 2 3 4 5
49. Skills needed to present/discuss research with peers 1 2 3 4 5
50. Knowledge of measurement and the ability to explain concepts to others 1 2 3 4 5
51. Knowledge of single-subject designs 1 2 3 4 5

**Ethics and Professional Standards**

52. Knowledge of ethics 1 2 3 4 5
53. Knowledge of professional standards of practice 1 2 3 4 5

1-Not at all, 2-Somewhat, 3-Good, 4-Very Good, 5-Excellent

54. Knowledge of state and federal regulations related to the practice of psychology 1 2 3 4 5
55. Knowledge of special education law and regulations 1 2 3 4 5
56. Professionalism and maturity related to the practice of psychology 1 2 3 4 5
57. Acquire a life-long attitude toward learning 1 2 3 4 5
58. Knowledge of how to resolve conflicts with peers and other professionals 1 2 3 4 5
59. Recognize a need to participate in professional development activities to maintain knowledge of current research and practice related to the field of psychology 1 2 3 4 5

**Individual and Cultural Diversity**

60. Knowledge and understanding of racial, ethnic, experiential, economic, and/or linguistic backgrounds of clients 1 2 3 4 5
61. Ability to recognize the influence of diversity when conducting psychological evaluations 1 2 3 4 5
62. Ability to recognize the influence of diversity when developing and implementing interventions and treatments 1 2 3 4 5
63. Ability to recognize the influence of diversity when consulting with diverse individuals and groups 1 2 3 4 5
64. Ability to recognize the influence of diversity when developing and developing prevention programs 1 2 3 4 5
65. Ability to respect individual and group differences and recognize own biases and influences on behavior 1 2 3 4 5

**Thank you for taking the time to complete the survey!**  
**Please do not forget to mail it using the enclosed self-addressed stamped envelope.**

# **Appendix J: Graduate Assistantship and Externship Request Form**

## 2019-2020 Graduate Assistantship Request Form

### Directions

Graduate Students enrolled in the School Psychology Programs (EdS/PhD) are considered based on qualifications for paid graduate assistantships at externships sites and for department/college/faculty graduate assistantships. Graduate assistantships are tied to student benefits of partial tuition remission and in-state tuition waivers.

Students who wish to be considered for a graduate assistantship will need to complete this application and submit a current resume or curriculum vitae with the form. The application must be submitted to Dr. Hernández Finch (all MA/EdS students) or Dr. Janay Sander (all PhD students) by April 8<sup>th</sup>.

The stipends for assistantships vary depending on the funding source. While attempts are made to ensure all stipends are comparable, there is no guarantee that everyone will get the same amount. GA stipends for MA/Ed.S. students are typically lower compared to GA stipends for doctoral students.

Before graduate assistantship positions are finalized, you may be required to interview at the site or with the specific faculty member you requested to work with. The site or individual faculty member will need to approve your placement before it is finalized. Also, if you do not believe the placement would be a good fit after interviewing, then the School Psychology Core will make all attempts to find you another placement, if any are available.

For any position you wish to be considered for, please submit a brief statement or rationale (1-2 paragraphs) explaining why you wish to be considered and how the positions your rank highest would be consistent with your career goals.

*Please note: Special Education positions and CASD positions will have a separate applications process. The rankings below are for within-department positions only. If you are interested in applying for funding through Special Education or CASD, please indicate that on the form below.*

Guidelines for who is qualified for which positions:

First Year Students (entered this current year)

Most 1<sup>st</sup> year students, and all Merit-eligible or McNair scholar 1<sup>st</sup> and 2<sup>nd</sup> year students, will usually be considered for a departmental assistantship in Educational Psychology (e.g., work with a specific faculty member). Positions are sometimes available in the Department of Special Education or through the Center for Autism Spectrum Disorder, and those positions have a separate GA application form.

Second Year Students

The majority of second year students in the PhD and MA/EdS programs will complete practicum in schools. Therefore, most 2<sup>nd</sup> year students will be considered for a departmental assistantship (e.g., work with a specific faculty member, or for a GA supervisor position as a teaching assistant for a specific 1<sup>st</sup>

year course). On occasion, when positions and appropriately credentialed site supervisors are available, some students may be considered for paid experiences tied to their practicum setting. Positions are sometimes available in the Department of Special Education or through the Center for Autism Spectrum Disorder, and those positions have a separate GA application form.

#### Third Year PhD Students

The majority of 3<sup>rd</sup> year PhD students will complete externship in school settings tied to a course: EDPS 791 Doctoral Internship in School Psychology. On occasion, when positions and appropriately credentialed site supervisors are available, some students may be considered for paid experiences tied to an alternative advanced practicum setting (tied to EDPS 778 Advanced Practicum in Evidence Based Interventions).

#### Fourth Year PhD Students

The majority of department positions for advanced PhD students are tied to graduate supervisory or applied clinical positions, such as the Director of PDIC or Practicum graduate assistant.

Some 4<sup>th</sup> year students seek experiences as the instructor for an undergraduate development course offered through the department. Students must have successfully completed a teaching methods course (summer) in order to be considered qualified for teaching an undergraduate course. The teaching experience would be in addition to another assigned GA. Students should speak with Dr. Sander, your chair, Dr. Cassady and Dr. Kathryn Fletcher if interested in that experience.

Some 4<sup>th</sup> year students may be assigned to a school contract as their GA.

Form revised JBS 3.27.19

**Instructions:**

Complete the following rankings and **include an updated CV with your form. Provide a brief explanation for your top rankings** to help inform final interviews and selections. You may be asked to interview for any position you rank before being extended an offer. Descriptions of positions follow. Students are encouraged to discuss options with their chair or advisor as appropriate. A brief description of the available or anticipated GA positions will be included with the form each spring when it is distributed.

Name \_\_\_\_\_

**Please return this form only to Dr. Sander AND Dr. Hernández Finch by email by April 8<sup>th</sup>.**

Year in MA/Ed.S. or Doctoral Program: 1 2 3 4 5

Career goals: (practitioner, academia, etc...)

Cognate(s):

Are you interested in teaching an undergraduate course in 2019-2020? \_\_\_ YES or \_\_\_ NO

**Rank each position: only rank the ones you would be considered appropriately qualified for, listed below**

1 = prefer;

2 = acceptable;

3 = would rather not have a GA than accept this position

Position	Appropriate for year(s)	Rank
GA for School Psychology Faculty member: Davis	1 and 2	
GA for School Psychology Faculty member: Hernández Finch	1 and 2	
GA for School Psychology Faculty member: Pierson	1 and 2	
GA for School Psychology Faculty member: Sander	1 and 2	
GA for School Psychology Faculty member: incoming (Maki)	1 and 2	
GA for EDPS member: Fletcher	1 and 2	
GA for EDPS member: incoming development faculty	1 and 2	
GA for EDPS member: Shim	1 and 2	
GA for Gifted and Talented Center	1 and 2	
GA for QPR training	1 and 2	
GA for Neuropsychology Laboratory (if available)	1 and beyond	
EDPS 653/661 (Cognitive assessment and advanced individual testing GA/teaching assistant supervisor)	2 and beyond	
Paid practicum (EdS only): Cowan	2	
Paid practicum (EdS only): GRIC (3 positions)	2	
Paid practicum (EdS only): Yorktown (new position)	2	
Externship: Cowan (if needed)	3 and beyond	
Externship: Jay County (2 positions)	3 and beyond	
Externship: Greater Randolph Schools (GRIC) (if needed)	3 and beyond	
Externship: Burris Lab School	3 and beyond	
Externship: Alexandria Schools	3 and beyond	

<b>Externship: Muncie Community Schools</b>	<b>3 and beyond</b>	
<b>Externship: Daleville</b>	<b>3 and beyond</b>	
<b>Externship: Blue River</b>	<b>3 and beyond</b>	
<b>PDIC Associate Director (1 to 2 positions)</b>	<b>4 and beyond</b>	
<b>EDPS 689 Practicum GA supervisor</b>	<b>3 and beyond</b>	
<b>I intend to apply for a GA position in Special Education or CASD (<i>indicate which position, if known</i>)</b>	<b>YES or NO</b>	

Please return the attached form **no later** than April 8.

## **Appendix K: Doctoral Guidelines and Paperwork**

## Doctoral Guidelines and Paperwork

**Note: All forms, policies and deadlines must be verified at the time of submission and must adhere to the Graduate School policies at the time the forms are submitted. See <https://www.bsu.edu/academics/collegesanddepartments/gradschool/tools-and-resources/forms>**

### **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.

### **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. NOTE: When it refers to Program Director below, it is referring to the Director, Dr. Sander.

After consultation with the Student and with the prospective chairperson, the student will discuss the committee chairperson selection with the Program Director. The Committee Chairperson must be selected from the Group 1 graduate faculty approved to serve by the department offering the major field of study. Due to the Educational Psychology Department policy of permitting out of department graduate faculty to serve as committee chairs, this means that School Psychology students who select an out of Core chair will need 2 members from School Psychology Core to serve as well in order to represent the student's major area of study.

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).

Student and/or Chairperson gain(s) consent from the person(s) recommended to represent the cognate(s). (Student reports results to the Chairperson.)

Student (after consultation with the Chairperson and the Program Director):

- a. Selects a second committee member in the major field (School Psychology).
- b. Obtains agreement to serve.
- c. Reports to the Chairperson.

Student and/or Chairperson completes Form A, RECOMMENDATION FOR ASSIGNMENTS TO DOCTORAL COMMITTEE (see Graduate School Forms [http://cms.bsu.edu/-/media/www/departmentalcontent/gradschool/pdfs/doctoral\\_committee\\_201337.pdf?la=en](http://cms.bsu.edu/-/media/www/departmentalcontent/gradschool/pdfs/doctoral_committee_201337.pdf?la=en) ), 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.

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

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**

The Doctoral Committee:

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

### **Required Courses**

All Doctoral Students in Teachers College must complete:

EDPS 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. EDPS 641, Statistical Methods in Educational and Psychological Research (3).

iii. Either EDPS 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 CPSY 678.

### **Research Competency**

i. The Student becomes familiar with requirements and procedures for satisfying research competency for the doctoral degree, as stated in the student handbook.

ii. The Student and their Committee consult on the relationships between research competency and the Student’s professional plans and the student’s 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).

iv. The Chair must complete the final dissertation rubric when the dissertation is complete.

#### 2. The Student:

Plans a program for the major with the Chairperson, the Committee Member for the major area, and seeks input from the Program Director. The major must consist of at least 40-semester hours of graduate coursework.

Plans a program to meet 15-hour requirement with the Committee representative for the cognate area.

Provides the Chairperson with cognate area program plans.

Develops with the Chairperson a total program incorporating all recommendations and noting items to be brought to the attention of the total Committee.

Arranges with the Chairperson and Committee Members for a meeting of the Doctoral Committee.

Provides Committee Members with a copy of the proposed program of study prior to the Committee meeting. The proposed program includes:

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.

Discusses the schedule with the Committee chairperson prior to the time of each registration.

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 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 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:

Gives final approval for the Student's total program.

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

Establishes and maintains the original documents in the Student's file. The file will contain transcripts, the program of studies, 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 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. Comprehensive exams will be scheduled according to the aforementioned policies in the Student Handbook.

2. Chairperson schedules written comprehensive examinations so that:

The written examinations will be taken during one week.

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.

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:

Discuss the examination responses, individually and as a whole.  
Agree on evaluation of the Student's performance on written examinations.  
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.

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. 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 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 three 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.
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.
- 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 sho 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 latest 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.

## **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). The university requires 10 days notice for all posted final doctoral examinations.
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 Student'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 Student. 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 Student of the Committee's decision.
11. Chairperson:
  - a. Obtains signatures on the FINAL APPROVAL FORM FOR DOCTORAL STUDENTS, 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 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. 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.

#### 2. Chairperson and Program Director:

- 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 with the assistant of the departmental administrative staff maintains files on location and employment of Graduates.

### **General Suggestions**

1. Program Director, with assistance from Educational Psychology Graduate Admissions Coordinator:

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. Copies of all pertinent memoranda to Committee Members.

2. Chairperson:

- a. Studies the Graduate Catalog and School Psychology Doctoral Plan of Study 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 and Program Director 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.

**Doctoral Program Quick Checklist**

**Form**

**Date**

A  Establish Doctoral Committee \_\_\_\_\_

B  Doctoral Degree Check Sheet \_\_\_\_\_

C  Internship Plan \_\_\_\_\_

E  Status of Preliminary Written & Oral Examinations \_\_\_\_\_

F  Approval Form for Dissertation Proposal and Admission to Candidacy for Doctoral Degree  
(Note: Student cannot register for Dissertation hours until comprehensive exams have been complete and dissertation proposal has been accepted) \_\_\_\_\_

H  Announcements of Final Doctoral Exam \_\_\_\_\_

I  Final Approval Form for Doctoral Candidates \_\_\_\_\_

J  Application for Graduation for Doctoral Students \_\_\_\_\_  
(apply on line)

**Forms**

Dissertation (ETD) Signature Form \_\_\_\_\_  
Dissertation Signature Page \_\_\_\_\_

Chair only: Dissertation Rubric after final submission of document \_\_\_\_\_

—



Special Requirements for Research Competency

Please check and specify:

\_\_\_\_\_ Foreign Language(s): \_\_\_\_\_

\_\_\_\_\_ Statistical Methods: \_\_\_\_\_

\_\_\_\_\_ Computer Science: \_\_\_\_\_

\_\_\_\_\_ Research Techniques: \_\_\_\_\_

Committee 1. \_\_\_\_\_ (Ch.)

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

Date: \_\_\_\_\_

Completed all requirements for degree \_\_\_\_\_

2/22/06

## STATUS OF COMPREHENSIVE EXAMINATIONS

(The student will submit this form to his or her committee chairperson at the time of the comprehensive written and oral examination)

Name: \_\_\_\_\_  
(last) (First) (Middle Initial)

Degree: check one Ed.D.  Ph.D.  Ed.S.  M.A.  M.N.P.

Major field of study: \_\_\_\_\_

Cognate area(s) Date \_\_\_\_\_

Check the appropriate blank(s):

- Passed comprehensive written examination
- Passed comprehensive oral examination
- \*Failed comprehensive examinations

\*Per Graduate School policy, please include a written statement of the reason or reasons for the failure and the time specific for the next examination.

Committee signatures:

1. (Ch) (Date) \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**SUBMIT THIS FORM TO THE GRADUATE SCHOOL, WQ 100**

Date received in the Graduate School \_\_\_\_\_

Graduate School  
12/8/09

**APPROVAL FORM FOR DISSERTATION PROPOSAL AND ADMISSION  
TO CANDIDACY FOR THE DOCTORAL DEGREE**

Name \_\_\_\_\_  
(Last) (First) (Middle Initial)

BSU ID#: \_ Degree: Ed.D.  Ph.D.  D.A.  D.N.P.

Date candidate passed comprehensive examinations \_\_\_\_\_

Date proposed dissertation plan approved \_\_\_\_\_

Title of proposed dissertation: \_\_\_\_\_

It is your responsibility to determine whether your project needs approval from the appropriate research compliance committee. If so, this approval must be secured before the study begins. The project advisor and committee members should not sign off until the appropriate clearance for research compliance has been obtained and they have read and approved the written description of your proposal. Direct research compliance questions to the Office of Sponsored Programs, 285-5070.

Protocol submitted to appropriate compliance committee: Yes  Not Applicable

\*Please attach explanation why protocol has not been submitted to the appropriate compliance committee.

Approval For Research Involving	Committee	Guidelines Available
Human Subjects	Institutional Review Board	www.bsu.edu/irb
Animals	Animal Care and Use Committee	www.bsu.edu/animalcare
Infectious agents or materials	Institutional Biosafety Committee	www.bsu.edu/biosafety

Our signatures herewith certify that the student and faculty advisors understand that no data collection can begin until the protocol, if applicable, is approved by the appropriate compliance committee. As faculty advisors, we assure that we will provide all necessary guidance and mentoring to the student and assist with the submission of materials to the appropriate research compliance committee. We also agree to provide the writer with all the essential instruction to insure an acceptable document for presentation to the Graduate School for the doctoral degree requirement.

Student signature \_\_\_\_\_ Date \_\_\_\_\_

Committee Approval: Date: \_\_\_\_\_

1. (Ch.) Date: \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Submit this form to the Graduate School, WQ 100

Graduate School Check: 1. Completed 30 semester hours beyond master's degree \_\_\_\_\_

2. Foreign Language examination(s) approved \_\_\_\_\_

Date Received in Graduate School \_\_\_\_\_

APPENDIX H

***Announcement of Final Doctoral Examination***

Candidate: \_\_\_\_\_

Degree: \_\_\_\_\_

Major: \_\_\_\_\_

Cognate: \_\_\_\_\_

Cognate: \_\_\_\_\_

Dissertation Title: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Committee:  
(Chairperson) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Date of Examination: \_\_\_\_\_

Time: \_\_\_\_\_

Place: \_\_\_\_\_

Interested persons are invited to attend and to participate in the examination, but only members of the committee will remain after the interrogation to evaluate the student's performance. Copies of the thesis abstract are available in the office of the Director of the doctoral program.

(To Be Posted)

## **FINAL APPROVAL FORM FOR DOCTORAL CANDIDATES**

(The student will submit this form to his or her committee chairperson at the time of the final oral examination.)

Name \_\_\_\_\_  
(Last) (First) (Middle Initial)

                                      
Degree: Ed.D. Ph.D. D.A.

Major field of study \_\_\_\_\_

Cognate area(s) \_\_\_\_\_

Title of approved dissertation:

Date passed final oral examination \_\_\_\_\_

Committee approval: Date:

1. (Ch.) \_\_\_\_\_

2. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

Submit this form to the Graduate School.

# Graduate School

*Ball State University*

Tel: 765-285-1297  
Fax: 765-285-1328  
Web: <http://www.bsu.edu/gradschool/>  
Email: [gradschool@bsu.edu](mailto:gradschool@bsu.edu)

## **Research Paper, Thesis, Creative Project, or Dissertation (ETD) Signature Form**

**Directions:** Complete this form, obtain all necessary signatures, return the form to the Graduate School, WQ 100, and pay any required fees. **Fees are only required of doctoral students.**

Refer to the Graduate School "Writing Requirements and Guidelines" (available at <http://www.bsu.edu/gradschool/>) for information on format requirements).

**Name** (as it appears on the submitted paper or project; please print or type): \_\_\_\_\_

BSU ID Number \_\_\_\_\_

First Middle or Initial Last or Surname Department \_\_\_\_\_

**Address:**

Street Address Daytime Telephone Number \_\_\_\_\_

City State Zip Code \_\_\_\_\_

**Title of Work:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Type of Paper** (check one):  **Research Paper**  **Thesis**  **Creative Project**  **Dissertation**

**Student and Committee Agreement:**

My graduate committee and I agree that the document described above be placed in the ETD archive with the following status (choose one only):

1. **Release the entire work immediately for access worldwide. *Recommended.***
- D** 2. Release the entire work for Ball State University access only.
3. Release the entire work for Ball State University access only, while at the same time releasing only the following parts of the work (e.g., because other parts relate to publications) for worldwide access (separate files must be submitted to use this option; check all that apply or provide an attached list):
- Abstract and key bibliographic data (i.e., from submission form)
  - File names as follows (i.e., separate PDF or multimedia files):
- \_\_\_\_\_  
\_\_\_\_\_

---

Release the entire work for Ball State University access only for  1 year  two years,  or three years. After this time release the work for access worldwide. Extension beyond three years requires approval by the three years requires approval by the Graduate School of a written request describing the reason for delayed release.

**Student Agreement:**

I hereby certify that, if appropriate, I have obtained and attached hereto a written permission statement from the owner(s) of each third-party copyrighted matter to be included in my research paper, thesis, creative project, or dissertation allowing distribution as specified below. I certify that the version I am submitting is the same as that approved by my graduate committee or research advisor. I also certify that if my study involved human subjects, I have met all the requirements of the University's Institutional Review Board including the submission of a final report.

I hereby grant to Ball State University and its agents the non-exclusive license to archive and make accessible, under the conditions specified below, my above-mentioned document in whole or in part in all forms of media, now or hereafter known. I retain all other ownership rights to the copyright of the above-mentioned document. I also retain the right to use in future works (such as articles or books) all or part of this above-mentioned document. It is understood that any copying or publication of this research paper, thesis, creative project, or dissertation for financial gain shall not be allowed without my further written permission and that any user may be liable for copyright infringement.

**Signature:**

**Student: Date** \_\_\_\_\_

This document has been reviewed and accepted by the student's advisory committee. The undersigned agree to abide by the statements above and agree that this Signature Form updates any and all previous Signature Forms submitted heretofore. In addition, the committee chairperson/co-chairperson certifies that, if applicable, all requirements of the University's Institutional Review Board have been met by the student.

**Committee Chairperson** Date \_\_\_\_\_

**Co-Chair (if applicable)** Date \_\_\_\_\_

**Committee Member** Date \_\_\_\_\_

**Committee Member** Date \_\_\_\_\_

**Committee Member** Date \_\_\_\_\_

**Committee Member** Date \_\_\_\_\_

**Department Chair (or designate)** Date \_\_\_\_\_

**Graduate School Dean** Date \_\_\_\_\_

**Graduate School**  
12/3/08

MEASUREMENT OF ATTITUDES TOWARD COUNSELING

A DISSERTATION  
SUBMITTED TO THE GRADUATE SCHOOL  
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE  
DOCTOR OF PHILOSOPHY  
BY

**(NAME)**

APPROVED BY:

\_\_\_\_\_  
Committee Chairperson Date

\_\_\_\_\_  
Committee Member Date

\_\_\_\_\_  
Committee Member Date

\_\_\_\_\_  
Committee Member Date

\_\_\_\_\_  
Dean of Graduate School Date

Ball State University

Muncie, Indiana

December 2008

## Dissertation Rubric

This is completed in rGrade up until 2017, transition to TK20 2017, and maintained in individual student files after TK20 was not renewed in June 2020.

To be completed by Dissertation Chair at completion of final dissertation submission to Graduate School.

### Dissertation Evaluation Rubric

[Rubric Content](#) | [Rubric Points](#) | [Print](#) | [eReport](#)

URL: [https://www.bsu.edu/rgrade/prod/new/PRINT\\_RUBRIC.asp?RUBRIC\\_ID=1957](https://www.bsu.edu/rgrade/prod/new/PRINT_RUBRIC.asp?RUBRIC_ID=1957)

Description: Rubric to Evaluate Dissertation

Updated: 10/28/2008 10:44:21 AM

Author: David McIntosh

	Weak	Satisfactory	Distinguished
<b>Preliminary Pages: Title page and paper formatting</b> This assesses the title page and paper format.	The author has either omitted, or done cursory work, on the title page. Paper breaks some APA format rules.	The title page identifies the author and name of the report. Paper follows almost all APA format rules for margins, headers, appendices, tables, figures, etc.	The title page identifies a succinct title (with variables), author, department, and institution in correct APA style. Paper follows all APA format rules for margins, headers, appendices, tables, figures, etc.
<b>Preliminary Pages: Abstract</b> This assesses the abstract.	The abstract is either omitted, or lends little information about the study.	The abstract contains general information on the research, but misses important literature, variables, or purpose of the study or another key section.	The abstract is between 100 and 150 words. It describes the problem, subjects, instruments, design, procedures, results, and conclusion in APA style.
<b>Introduction: Statement of the problem</b> This assesses the statement of the problem.	Neither implicit nor explicit reference is made to the issue or controversy that is to be examined.	Readers are aware of the overall problem, challenge, or topic that is to be examined. The introduction either "meanders" or "jumps in" too quickly.	A focused background of the problem, and its importance to the field, is addressed.

---

**Introduction: Critical Review of the Research Literature**

This assesses the review of the research literature.

The review of literature appears fragmented and of little importance to the problem identified. The review is merely a summary. Many of the sources are not empirical. No theory base or conceptual framework is used to critique the

Relevant studies and reports are identified, but there is a lack of coherence in the description. The review is mainly a summary of the literature. The theory base or conceptual framework has a "token" presence that is more window dressing than the lens through which articles are critiqued. The writer

An analysis of relationships and differences among related studies and report are shown. A clear and explicit organization of topics exists with an intro, critique, and a brief summary. All sources are empirical and a

---

literature. No clear organization exists. The writer does not demonstrate a full understanding of literature.

demonstrates some understanding of the literature.

theory base or conceptual framework is used extensively. The summary provides the state of current knowledge of the topic and identifies gaps in the current research literature.

---

**Introduction: Hypothesis or Research Question**

This assesses the hypothesis or research question.

The hypothesis or research question is either omitted or of limited value. There is no apparent relationship between the review of literature and the hypothesis or question. No need is established to answer the questions posed.

The hypothesis or research question is clear, and relates to the review of literature. The need is stated, but is not convincing or is a "stretch". The flow between the literature review and this section is strained or awkward.

The hypothesis or research question is clear and concise, but flow smoothly from the literature review and problem. The hypothesis states the expected relationship between variables. The question poses relevant ideas to examine in a study. It is clear how these questions or hypotheses build on the past research. The need to answer these questions is clear and compelling.

**Methodology: Subjects**

This assesses the description and selection of the sample.

It is not obvious who served as the subjects for the study, or the population they represent. Power discussion is incorrect or missing.

Information on the subjects is present, but the number, how they were selected, or the population they represent is unclear. Power discussion is unclear.

The number of subjects, how they were selected, and what population they represent are identified. Population characteristics, and sampling frame are identified. Clear and complete description of subjects is present. Power is addressed adequately.

**Methodology: Instruments and Materials**

This assesses the identification and use of instruments and materials.

There is an incomplete discussion of instrument or materials. No mention of reliability or validity issues exists. The materials do not follow logically from

Usable instruments or materials are identified, but information as to their worth may not be contained in the report. Some lack of clarity between the selected instrument and the theory base/hypotheses/sample exists.

All instruments to be used are clearly identified and justified. Reliability and validity measures are discussed. The instrument logically fits with the hypotheses, theory

the hypotheses/theory base/sample.

base, or sample.

**Methodology: Design**

This assesses the research design.

A discussion of the research design is either omitted or very limited.

The research design is described, but the validity or justification of the design choice is not addressed.

The research design is clearly detailed and justified. Sources of invalidity are identified and addressed.

**Methodology: Procedures**

This assesses the procedures used.

Procedures, if provided, are too limited to allow another researcher to replicate the study.

The procedures section does a fair job in explaining how the sample was selected, how the design was implemented, and by whom and by what methods the data were gathered.

The procedures are clear and presented in chronological order. If another researcher wanted to replicate the study, enough information is provided to follow each step.

---

**Results: Analysis**

This assesses the analysis of the research.

The results contain errors or key results are not reported.

The results are reported clearly and sufficiently to answer research questions. However, only minimal sub-analyses are completed.

The results are clearly reported with detailed description of sub-analyses as appropriate. Candidate cites relevant studies to justify analyses.

---

**Results: Tables and Graphs**

This assesses the quality of the tables and graphs.

Tables and graphs are incomplete or missing, or contain errors. APA style is not followed.

Tables and graphs provide a good supplement to text. However, additional tables and/or graphs could be helpful. Tables and graphs follow APA style and are of publishable or near publishable quality.

Tables and graphs are concise and provide a thorough summary of the results. Tables and graphs follow APA style and are of publishable quality.

---

**Discussion**

This assesses the findings of the research study.

Discussion of findings with previous research is limited. Important studies are not addressed. Two or less implications for practice are discussed. Generalizations exceed scope of study. One or no future directions or studies are identified.

Findings are discussed within the context of existing literature. At least three implications for practice are discussed. One or two generalizations might exceed the scope of the findings. At least two future studies/directions for research are identified.

Findings are discussed and interpreted within the context of existing research literature. Multiple implications (at least five) of the findings for practice are discussed. Generalizations do not exceed the scope of the findings. At least four future studies/directions

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for research are identified.

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**References**

This assess the number of references used and APA style.

Inadequate references are listed, inconsistencies appear between reference page and body, or references are in incorrect APA style.

The minimum number of empirical references are used; almost all citations cross-list to the reference page, and only 1-2 minor errors in APA style appear.

The minimum number of empirical references are used; all citations cross-list to the reference page, and everything appears in correct APA style.

---

**Required Attached Material**  
This assesses the appendices and IRB information.

Some key appendices and IRB request are missing. The IRB request is missing major parts needed to pass review. It is difficult for the reviewer to check your information.

All appendices and IRB forms are present. However, some parts of the appendix or IRB form are missing. If present some of the information is incorrect or unclear.

All appendices and IRB information appear and are clearly and logically addressed. The reviewer can easily check all components. No missing, unclear, or incorrect information is present.

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# **Appendix M: School Psychology Student Annual Evaluation Form**

## **School Psychology Student Annual Evaluation Form**

The School Psychology Programs are currently conducting its annual review of all students in the master's, educational specialist, and doctoral programs. We are asking all faculty in the Department of Educational Psychology to provide evaluations of school psychology graduate students. If you serve as a supervisor of a GA or serve as the chair of a doctoral dissertation of a school psychology graduate student, we would like you to complete the attached evaluation form. Also, if you have had a school psychology graduate student in any of your classes, we would like to encourage you to complete the evaluation form (Please make additional copies of the form if needed.). Please complete the evaluation form and give it to Linda no later than \_\_\_\_\_.

**Student**

**Name:** \_\_\_\_\_

**Faculty Name:**  
\_\_\_\_\_

**Check all that apply:**

GA supervisor for - \_\_\_\_\_

Chair \_\_\_\_\_

Student in my course during – \_\_\_\_\_

If you are a student's chair, please indicate below the progress being made toward completing the program (e.g., ABD, prelims need to be completed, proposal accepted and working on chapters 4 and 5, etc.). Also indicate any extensions and when they were granted toward completing the program:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Please rate the student below by circling “Below Expectations”, “Meets Expectations”, or “Exceeds Expectations” for each category. If you rate a student as “Below Expectations”, please indicate in writing your reasoning for giving such a rating.**

<b>Program Disposition Rating Form</b>			
	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
<b>Engagement</b> Works well with others. Shows appropriate social, interpersonal boundaries.	Does not work well or easily with others. Does not acknowledge others appropriately. Lacks social awareness.	Works appropriately with others Interacts well and is able to acknowledge others' viewpoints.	Actively seeks out others and is appropriately engaged with others. Appreciates diversity of opinion.
Comments: _____ _____ _____			
<b>Responsibility</b> Accepts responsibility for behavior.	Has difficulty accepting own responsibility for behavior/choices or cannot learn from mistakes.	Accepts responsibility for behavior and is able to learn from feedback and modify behavior.	Skilled and responsible in professional roles. Able to accept and learn from feedback.
Comments: _____ _____ _____			
<b>Motivation</b> Interest in and response to professional tasks.	Needs monitoring to adequately meet deadlines and complete professional responsibilities. Some issues with efficiency and willingness to meet professional obligations. (May include work quality)	Shows appropriate motivation to complete tasks efficiently and competently.	Proficient in completing professional obligations with a high standard of quality and efficiency.
Comments: _____ _____ _____			

<hr/> <hr/>			
<p><b>Ethics</b> Ability to behave and thing in an ethical manner both personally and professionally.</p>	<p>Displays less certainty in the execution of ethical behavior than others at his/her level. May show lack of awareness of ethical considerations when dealing with others and in professional contexts.</p>	<p>Appears to have an appropriate level of understanding of professional ethics to behave in an appropriate manner. Aware of ethical considerations when addressing professional training contexts.</p>	<p>Demonstrates a high level of personal and professional ethics. Able to initiate discussion and consider the consequences of professional behaviors. Aware of differing perspectives.</p>
<p>Comments: _____</p> <hr/> <hr/>			
<p><b>Respect</b> Respects authority of faculty, supervisors, school personnel, and parents.</p>	<p>Does not behave in a manner that acknowledges an appropriate respect for other parties in a professional context. Not collaborative in orientation.</p>	<p>Behaves in an appropriate manner when interacting with others in professional settings. Acknowledges the expertise of other in professional settings and appears to respect their opinions.</p>	<p>Skilled in working with others and demonstrates and appropriate interaction style that acknowledges the contribution and status of others in professional contexts.</p>
<p>Comments: _____</p> <hr/> <hr/>			
<p><b>Flexibility</b> Able to adjust to the needs of a situation</p>	<p>Has difficulty adapting to changes in expectations,</p>	<p>Adapts appropriately to professional situations and can</p>	<p>Skilled in adapting to changes in professional contexts. Can adjust to the</p>

both personally and professionally.	scheduling, or in expected outcome in professional situations. Resists modification to expectations.	adjust to the needs of others (teachers, parents, students, etc.) in professional settings.	development of new expectations or requirements.
Comments: _____ _____ _____			
<b>Diversity</b> Aware of and able to work with others from diverse backgrounds.	Appears to lack awareness of other cultures or viewpoints when dealing with professional issues.	Appropriate responses to diverse people apparent from the student's interactions in professional settings.	Apparent skill and knowledge in addressing the needs of diverse groups in professional settings.
Comments: _____ _____ _____			

Please identify any accomplishments that you feel warrant special recognition. For example, presentations at professional meetings, publications, exceptional service, and volunteer work should be listed.

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## **Appendix N: Annual Review Rubrics**

Ph.D. Program Competencies Rubric

	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
<p><b>Assessment</b> Demonstrates knowledge and skills in fundamentals of assessment and the use of assessment measures in a non-biased, reliable and valid manner.</p>	<p>Coursework and other artifacts from practical settings often fall below that performed by peers.</p>	<p>Coursework and other artifacts from practical settings generally meet full requirements of courses or experiences.</p>	<p>Coursework and other artifacts from practical settings routinely exceeds the quality of what is expected in the course or experience.</p>
<p><b>Consultation</b> Demonstrates the ability to apply theoretical knowledge and skills when consulting with teachers, parents, and other professionals.</p>	<p>Fails to demonstrate competence as a consultant at this level of training. Less able than the majority of peers.</p>	<p>Demonstrates understanding and application of consultation skills in a practical setting equal to that observed in peers..</p>	<p>Demonstrates capacity to understand and consult with parents and professionals at a level above that expected of peers.</p>
<p><b>Prevention/Intervention</b> Demonstrates knowledge and skills concerning the theories and tactics used to guide the design and implementation of effective interventions.</p>	<p>Difficulty moving beyond the concrete in understanding the literature and developing interventions independently. Less able in knowledge and application than the majority of peers.</p>	<p>Demonstrates adequate understanding and ability to apply strategies to learning or behavioral needs. Skills equal to that of peers in the same setting.</p>	<p>Competently integrates knowledge and practice to create workable interventions or prevention plans. Able to adjust plan when necessary.</p>

**Research and Evaluation**

Demonstrates knowledge and skills pertaining to research design, statistical analysis, and communication of research results.

Difficulty demonstrating knowledge of research methodology and competence in writing skills for publication. Limited involvement in research.

Competent in understanding of research design, data collection and writing results for publication/presentation.. Adequate involvement in research.

Demonstrates excellence in research skills and in communicating research results that exceeds that of peers.

**Professional Practice**

Exhibits competencies in areas such as ethical decision-making, service delivery to diverse groups, and the effective use of data.

Issues or concerns with the student's ability to perform in an ethical or professional manner.

Evidence of understanding of ethical and professional principles and skills equal to that of peers.

Exhibits competence above expected levels in terms of ethical and professional activities.

**Specialty Area**

Competence in the selected specialty area.

Student's knowledge and clinical experiences falls below that of peers at their level of the program.

Student shows evidence of knowledge and/or practical skill development comparable to peers in the same specialty area.

Student exhibits performance that routinely exceeds that expected of peers in the specialty area.

<b>Program Disposition Assessment</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
<b>Engagement</b> Works well with others. Shows appropriate social, interpersonal boundaries.	Does not work well or easily with others. Does not acknowledge others appropriately. Lacks social awareness.	Works appropriately with others. Interacts well and is able to acknowledge others' viewpoints.	Actively seeks out others and is appropriately engaged with others. Appreciates diversity of opinion.
<b>Responsibility</b> Accepts responsibility for behavior.	Has difficulty accepting own responsibility for behavior/choices or cannot learn from mistakes.	Accepts responsibility for behavior and is able to learn from feedback and modify behavior.	Skilled and responsible in professional roles. Able to accept and learn from feedback.
<b>Motivation</b> Interest in and response to professional tasks.	Needs monitoring to adequately meet deadlines and complete professional responsibilities, Some issues with efficiency and willingness to meet professional obligations. (May include work quality).	Shows appropriate motivation to complete tasks efficiently and competently.	Proficient in completing professional obligations with a high standard of quality and efficiency.
<b>Ethics</b> Ability to behave and think in an ethical manner both personally and professionally.	Displays less certainty in the execution of ethical behavior than others at his/her level. May show lack of awareness of ethical considerations when dealing with others and in professional contexts	Appears to have an appropriate level of understanding of professional ethics to behave in an appropriate manner. Aware of ethical considerations when addressing professional training contexts.	Demonstrates a high level of personal and professional ethics. Able to initiate discussion and consider the consequences of professional behaviors. Aware of differing perspectives.

<p><b>Respect</b> Respects authority of faculty, supervisors, school personnel, and parents.</p>	<p>Does not behave in a manner that acknowledges an appropriate respect for other parties in a professional context. Not collaborative in orientation.</p>	<p>Behaves in an appropriate manner when interacting with others in professional settings. Acknowledges the expertise of others in professional settings and appears to respect their opinions.</p>	<p>Skilled in working with others and demonstrates an appropriate interaction style that acknowledges the contribution and status of others in professional contexts.</p>
<p><b>Flexibility</b> Able to adjust to the needs of a situation both personally and professionally.</p>	<p>Has difficulty adapting to changes in expectations, scheduling, or in expected outcome in professional situations. Resists modifications to expectations.</p>	<p>Adapts appropriately to professional situations and can adjust to the needs of others (teachers, parents, students, etc.) in professional settings</p>	<p>Skilled in adapting to changes in professional contexts. Can adjust to the development of new expectations or requirements.</p>
<p><b>Diversity</b> Aware of and able to work with others from diverse backgrounds</p>	<p>Appears to lack awareness of other cultures or viewpoints when dealing with professional issues.</p>	<p>Appropriate responses to diverse people apparent from the student's interactions in professional settings.</p>	<p>Apparent skill and knowledge in addressing the needs of diverse groups in professional settings.</p>

	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Expertise</b> COMMITMENT TO ACADEMIC EXPERTISE	Shows little interest or motivation with regard to class work and academic performance.	Completes academic work at an acceptable level.	Completes required work on time and performs above average academically.	Strives for excellence. Completes work with a high degree of skill and accuracy.
<b>Engagement</b> ENGAGEMENT WITH PEOPLE AND IDEAS	Shows limited engagement with persons of varying points of view and diverse ideas.	Listens to and demonstrates acknowledgement of persons of varying points of view and diverse ideas by responding to new ideas in relationship to own existing ideas.	Engages in dialogue with and demonstrates acceptance of persons with varying points of view and diverse ideas by augmenting own existing ideas with new ideas.	Initiates dialogue with and demonstrates support for persons with varying points of view and respect for diverse ideas by integrating those points of view with own existing ideas.
<b>Context</b> DISPLAY OF APPROPRIATE ATTITUDES / BEHAVIORS RELATED TO PROFESSIONAL CONTEXTS	Demonstrates little awareness of the professional attitudes and behaviors necessary to create an equitable, inclusive environment in which all students can learn.	Demonstrates the willingness to work with educational stakeholders (e.g. students, colleagues, families, administrators) to develop the professional attitudes and behaviors necessary to create an equitable, inclusive environment in which all students can learn.	Demonstrates the commitment to work with educational stakeholders (e.g. students, colleagues, families, administrators) by displaying the professional attitudes and behaviors necessary to create an equitable, inclusive environment in which all students can learn.	Demonstrates persistence in working with educational stakeholders (e.g. students, colleagues, families, administrators) by modeling the professional attitudes and behaviors necessary to create an equitable, inclusive environment in which all students can learn.

## **Appendix O: Policy and Procedures Related to Termination from the Ph.D. in School Psychology**

## Policy and Procedures Related to Termination from the School Psychology Programs in Educational Psychology

### Policy

Students are expected to demonstrate the highest professional standards and behavior during their pursuit of the graduate degree(s) in school psychology. High levels of professional behavior are particularly relevant and necessary during prepracticum, practicum, and internship. Throughout these applied experiences, the student is required to respect and conform to established program, school, and clinic (Psychoeducational, Diagnostic, and Intervention Clinic; Neuropsychology Lab) policies to insure student/client safety and well being, and exhibit professional behavior consistent with the professional standards outlined by the American Psychological Association (APA) and the National Association of School Psychologists (NASP). Should it appear that a student is seriously deficient in meeting these expectations, a request can be made by either a faculty member, school supervisor, clinic director, or by the University supervisor to terminate the student and remove him/her from the program. Reasons for dismissal from the program may include, but are not limited to, the following:

Chronic irresponsibility in fulfilling program requirements (e.g., missing classes, scheduled appointments with clients, or supervision meetings; numerous “Incompletes”; or difficulties completing practicum hours). When behaviors interfere with providing psychological services, place school children/clients at-risk or at harm, and/or make it difficult for a student to complete program requirements, and because a remediation plan has not been effective, dismissal from the program will be considered.

Behaviors indicative of an attitude of indifference or hostility (e.g., anger control issues or lack of follow through with clients, respect for faculty, or respect for supervisors). When these behaviors interfere with providing psychological services, place school children/clients at-risk or at harm, and/or make it difficult for a student to complete program requirements, and because a remediation plan has not been effective, dismissal from the program will be considered.

Poor written or oral language skills that interfere with provision of psychological services (e.g., persistent difficulties in administering assessments, difficulties in communicating verbal instructions to clients, numerous errors when writing psychological reports or other communications) and unrelated to issues resulting from being an English Language Learner. When these skills interfere with providing psychological services, place school children/clients at-risk or at harm, and/or make it difficult for a student to complete program requirements, and because a remediation plan has not been effective, dismissal from the program will be considered.

Inadequate clinical competency (i.e., poorly developed diagnostic skills, interview skills, or assessment skills, chronically unprepared for meetings/conferences, etc.). When there is a demonstrated lack of competency in this area that interferes with providing psychological services, places school children/clients at-risk or at harm,

and/or makes it difficult for a student to complete program requirements, and because a remediation plan has not been effective, dismissal from the program will be considered.

Interpersonal skills that result in poor interactions with peers, a school's students, clients, faculty, and/or staff (e.g., difficulties developing rapport with clients or consulting with other professionals, social isolation, avoidance of social interactions). When interpersonal skills interfere with providing psychological services, place school children/clients at-risk or at harm, and/or make it difficult for a student to complete program requirements, and because a remediation plan has not been effective dismissal from the program will be considered.

Violation of program or school policies, procedures, rules, regulations, or code of ethics (e.g., a blatant disregard for school policies or rules, violation of professional ethical codes). When these violations interfere with providing psychological services, place school children/clients at-risk or at harm, and/or make it difficult for a student to complete program requirements, and because a remediation plan has not been effective dismissal from the program will be considered.

Demonstration of inappropriate professional attitude or behavior in an educational or clinical setting (e.g., use of profanity in a professional setting, being disrespectful to parents, actively defying supervisor requests, sexual harassment, discrimination). When these behaviors interfere with providing psychological services, place school children/clients at-risk or at harm, and/or make it difficult for a student to complete program requirements, and because a remediation plan has not been effective dismissal from the program will be considered.

Mental health issues (e.g., evidence for or diagnosis of paranoid schizophrenia, bi-polar disorder, or personality disorder) that interfere with providing psychological services, place school children/clients at-risk or at harm, and/or make it difficult for a student to complete program requirements, and because a remediation plan has not been effective dismissal from the program will be considered. NOTE: It is important that the program is informed as soon as possible regarding any disabilities (e.g., learning, physical, psychological) that may impact a student's performance within the program so appropriate accommodations can be developed and implemented. Students are required to provide appropriate documentation of a disability through the office of Disabled Student Development prior to receiving accommodations.

Conviction of a felony while in the program that is considered inconsistent with providing psychological services, that may place school children/clients at-risk or at harm, and/or makes it difficult for a student to complete program requirements (e.g., school will not allow student to complete practicum or internship), dismissal from the program will be considered.

**IMPORTANT NOTE: You Students are required to notify the program immediately if you are arrested or if you receive any type of traffic ticket. This is for all pending**

charges, not limited to a conviction. All students must notify their program director immediately by email and/or phone if they are charged with a criminal offense, regardless of the jurisdiction, even if over break or a weekend. Any student who has regular contact with minors must notify their program director and their individual site supervisor if they are convicted of an offense listed in Indiana Code § 20-26-5-11. (see <http://iga.in.gov/legislative/laws/2020/ic/titles/020#20-26> )

Inability to officially document prior degrees (bachelor's degree, master's degree). Students are admitted into the doctoral program with the expectation that they have completed a master's degree and/or a bachelor's. Students must demonstrate that they have obtained the master's and/or bachelor's degree prior to starting their first semester in the program.

Plagiarism (University procedures will be followed if a student is suspected of plagiarism.)

Addiction (e.g., alcohol, drugs, gambling) behaviors that interfere with providing psychological services, place school children/clients at-risk or at harm, and/or make it difficult for a student to complete program requirements, and because a remediation plan has not been effective dismissal from the program will be considered.

#### Procedures for Termination

If the school psychology core committee determines that a student has a serious deficiency or problem that interferes with providing psychological services, places school children/clients at-risk or at harm, and/or makes it difficult for a student to complete program requirements and could result in termination, the Director will notify the student and the department chair in writing that termination is being considered. As soon as reasonably possible (generally within five (5) school days of such notification) a meeting of the parties will be held. The school psychology core faculty and one member the Department of Educational Psychology Advanced Graduate Studies Committee will participate in the meeting. The core faculty, at its discretion, can invite additional faculty, University supervisors, field-based supervisors, or internship supervisors to participate in the meeting. Two days prior to conducting the meeting, the student will be informed in writing of the participants. The student also may bring an advocate on his/her behalf. The student must inform the Program Director (Dr. Sander), in writing, if he/she will be bringing an advocate and indicate the name of the advocate two days prior to the meeting. Any documents submitted for review during the meeting related to students/clients must be de-identified. After this meeting, the student will be informed in writing (generally within five school days) of the specific conditions/remediation that he/she must meet/complete, if any, in order to continue in the program and the period of time within which expected change must occur. Conditions for retention must include clearly identified objectives and time-line for completing the objectives, with all assessments behaviorally anchored.

If, by the end of the established time period for change, the student has not met the agreed to conditions/remediation plan, the student will be dismissed from the program. A formal

letter of dismissal, describing the student's performance, and indicating the reasons for dismissal, signed by the Director and the department chair, will be prepared and delivered to the student in a meeting with the student convened by the Director and attended by one other core faculty member and the department chair. A copy of the letter will be given to the student. The student will be dismissed from the program immediately upon delivery of the letter.

In extreme or unusual circumstances, if determined by the core committee to be in the best interests of the program, prepracticum, practicum, or internship sites, and/or the student, the core committee may temporarily remove the student from the program or field site before developing a remediation plan or initiating the procedures for termination outlined in this policy. In that event, the meeting(s) to be held among the parties under these procedures will be convened at the earliest possible time.

### Appeal

If the student believes his/her removal from the program, prepracticum, practicum, and/or internship site violated the procedures for termination set forth above, that the decision to terminate was arbitrary and capricious, or that the decision was the result of discrimination, the student may request in writing that the decision be reviewed and begin the appeal process as outlined in the Graduate Student Grievances and Appeals Process in the *Student Handbook* (see *Appeal Procedures*). The process outlines procedures for an appeal and specifies recourse available to graduate students who believe that decisions have adversely influenced their progress in graduate school. It is the intent of Ball State University to address fairly and expeditiously and resolve the appeals of graduate students. Students should refer to the *Code of Student Rights and Responsibilities* for more information. The two parties in the appeal process shall include the appellant and the decision makers representing the unit having made the original adverse decision to be appealed. Graduate students may appeal adverse decisions impacting their progress toward a graduate degree. There are three permissible reasons to request an appeal:

- a) Allegation of violation of approved departmental, collegiate, and/or University policies, including those set forth in the *Graduate Catalog*, available on the Ball State Graduate School webpages.
- b) Allegation of unfair treatment on the part of the decision makers.
- c) Allegation of discriminatory treatment on the part of the decision makers.

I have read and fully understand the above termination policy. I also agree with this policy and agree to abide by it while a student in the Educational Psychology (School Psychology) program (EdS and/or PhD).

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Name (Printed)

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Date

Name (Signature)

**Appendix P: School Psychology Notification,  
Confidentiality and Information Access Agreement**

## School Psychology Notification, Confidentiality and Information Access Agreement\*

Ball State University, the Department of Educational Psychology, the Programs in School Psychology, and School Psychology Program Faculty are dedicated to safeguarding and maintaining the confidentiality, integrity, and availability of our clients (NOTE: Clients are defined as anyone you see related to pre-practicum, practicum, teaching, research participants, internship, the graduate assistantship, and course requirements.), school psychology students, faculty, staff, and organizational information. The program is committed to safeguarding the well-being of all minors, clients, and the public.

Students are required to notify the program immediately if you are arrested or if you receive any type of traffic ticket. This is for all pending charges, not limited to a conviction. All students must notify their program director immediately by email and/or phone if they are charged with a criminal offense, regardless of the jurisdiction, even if over break or a weekend. Any student who has regular contact with minors must notify their program director and their individual site supervisor if they are convicted of an offense listed in Indiana Code § 20-26-5-11. (see <http://iga.in.gov/legislative/laws/2020/ic/titles/020#20-26> )

“Confidential Information” includes all information that is personally identifiable and non-public.

Information about professional achievement, such as conference presentations or publications on an individual’s resume or curriculum vita, is not confidential, and most of this is public information. Information distributed by the department to promote student activities or organizations, or in a congratulatory announcement about professional activities (i.e., the Monday Missive) is typically acceptable to share on social media. All other information may be considered non-public or confidential information about students, faculty, staff or school psychology programs.

Social media, texting, and email are not confidential forms of information transmission. This includes all email content, any attachment that is not protected with an encrypted password on a secure, encrypted, email server, and any post to a non-encrypted service. Social media is not confidential, even with highest privacy settings, in closed groups, on professional or personal email listservs, or in any other electronic form of transmission that is maintained by a non-encrypted service. This includes Facebook, Snapchat, Twitter, and all forms of social media that are not encrypted and maintained exclusively within a HIPAA compliant environment protected by a firewall or similar electronic security measures.

Confidential Information may be paper-based, electronic, or stored or transmitted in some other form. It also may include information that is verbally shared between students, faculty and students, clients and students, clients and faculty, staff and students, and staff and faculty. Examples of Confidential Information include, but are not limited to, the following:

Academic information related to school-aged children, clients and/or research participants, such as grades, Individual Education Plans (IEPs), tutoring information, academic records, school placement, and school name.

Psychological information related to school-aged children, clients and/or research participants, such as educational classifications, psychological diagnosis, psychological reports, and research data.

Family information of school-aged children, clients, and/or research participants, such as income, parental occupation, marriage history, and family member's information;

School psychology student, clients, and staff disciplinary or employment records or related information;

Client behavioral plans, such as but not limited to targeted behaviors, progress of treatment, treatment outcomes, and treatment methods;

School-aged children, clients, and/or research medical records, such as but not limited to medical history, medication types or usage, and psychological records; and

Social Security Numbers, phone numbers, or similar identification codes or numbers (The latter may be related to research.).

Access to information does not imply approval to otherwise disclose it. For example, client information (such as telephone numbers, street addresses, diagnosis, medication, psychological reports, etc.) may appear in the client's file; however disclosure of the same information in another format (text message, verbally sharing, e-mails, phone messages, or other social media) is prohibited.

Protection of Confidential Information requires the following minimum standards, to which I agree as a condition of my continued enrollment in the school psychology program and/or continued employment as a graduate assistant:

Download or Transmission of Confidential Information: I will not download or extract Confidential Information to any removable storage such as compact discs or USB flash discs, or transport or transmit such information off-site or to any non-authorized computer system or entity without explicit approval to do so by your faculty supervisor or designee.

Access to Confidential Information: I understand and agree that I must safeguard and maintain the confidentiality, integrity, and availability of all Confidential Information at all times. I will only access, use, and/or disclose the minimum Confidential Information necessary to perform my assigned duties as a school psychology student and/or graduate assistant. I will not disclose such information to any other individuals/organizations for any reason.

Desktop and Laptop Computer Security: If any computer under my control may be used to access, transmit, or store Confidential Information I will to the best of my ability maintain the security of this computer including the use of passwords, password protected “screen savers”, approved anti-virus and anti-spyware software, and other measures as may be required under Ball State University and Programs in School Psychology policies or procedures. I will refrain from using unapproved “adware”, “shareware”, “freeware”, or any other unauthorized software. I will also remove any software that is no longer needed and promptly install and update security patches and updates for all software installed on my desktop or laptop computer system.

I agree to encrypt all confidential information on my computer and flash drives.

Duty to Renounce Access: In the event my duties and responsibilities as a student in the program or graduate assistantship changes, or in the event my student status ceases for any reason, I affirm that I will maintain the confidentiality, integrity, and availability of all Confidential Information and will promptly notify the Programs in School Psychology, the Director of Training in School Psychology, the Chair of the Department of Educational Psychology, and my graduate assistant supervisor so that my access to Confidential Information may be property curtailed or removed.

I agree that I will not share any personal information (e.g., phone numbers, social security numbers, health information, psychological information, etc.) related to clients, other students in the school psychology program, and school psychology faculty with anyone outside of Ball State University and the Department of Educational Psychology.

I agree not to discuss any confidential information related to clients, other students, faculty, or staff after I am no longer a student at Ball State University.

I agree to not discuss or share confidential information in any form (written or verbal) regarding my graduate assistantship activities with other students, faculty, or staff members unless I have permission from my graduate assistantship faculty supervisor.

I agree that confidential information that is shared by clients, faculty, graduate assistantship supervisors, and staff will not be shared with anyone outside of the Department of Educational Psychology or anyone outside of Ball State University. I also agree not to share confidential information with anyone after I am no longer a student at Ball State University.

I agree that I will not text, email, or use any social media site (e.g., Facebook, Snapchat, Twitter) to exchange confidential information or share non-public information related to clients, other students in the school psychology programs, faculty, and staff.

I agree that when I use the scoring available through the PDIC, I will only score those protocols and use those online tools in the physical space of the PDIC to protect information and ensure I do my part to uphold the scoring software agreements.

Sanctions: I understand that violations of this Agreement may result in disciplinary

action, which may include termination as a student within the school psychology programs, suspension and loss of privileges, termination of authorization to work with Confidential Information, as well as legal sanctions.

I agree not to gossip or confabulate information related to clients, other students within the school psychology programs, faculty, or staff while a student and after I am not a student.

If a student has concerns about the well-being of another student in the program, it is appropriate to raise that concern respectfully to the other student. Students may alert the program director, another member of Core, or the Office of the Dean of Students if there is any ongoing concern about the well-being of a peer student in the program (see [https://www.bsu.edu/about/administrativeoffices/dean-of-students/say-something#accordion\\_personofconcern](https://www.bsu.edu/about/administrativeoffices/dean-of-students/say-something#accordion_personofconcern))

**School Psychology Confidentiality, Notification and Information Access Agreement\***

By signing this Agreement, I acknowledge that I have read and fully understand and agree to comply with all of its terms and conditions. I also agree to notify the Director of the Doctoral Program in School Psychology or the Chair of the Department of Educational Psychology immediately if I violate any aforementioned areas or become aware of others intentionally violating this policy.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student's Printed Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
\*\*Witness's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Witness's Printed Name

\_\_\_\_\_  
Date

\*This form must be signed at the beginning of each academic year prior to starting courses, practicum, internship, research, and your graduate assistantship.

\*\*The witness should be the Director of Training, your graduate assistantship supervisor, or another core school psychology faculty member.

## Appendix Q: Recurring Annual Events

This is a list of recurring events and activities for the school psychology programs, including student and faculty activities, social events, and popular professional conventions for members of our programs. Dates are provided if part of the program or University policies. Graduate School dates are provided on the Grad School's website. Conference dates are posted by each professional organization.

<b>August</b>		
When	What	Who needs to know?
flexible dates	American Educational Research Association (AERA) annual meeting proposals submissions	interested students and faculty
flexible dates	Annual APA Convention	interested students and faculty
Wednesday/Thursday prior to fall semester start	New student orientation -Programs and Grad School	incoming EdS and PhD students, mentors to new students, faculty
Friday prior to fall semester	faculty annual meetings	all faculty
within 2 weeks of fall start, usually the first Friday of fall semester	Annual review of doctoral program handbook, policies, program expectations, and internship applications (doctoral level)	all doctoral students
early fall start (by October 1)	Fall social - usually dinner at faculty member's home	students, faculty, friends & family
2nd Monday of fall term	inform chair of plan to take prelims for spring	chairs and doctoral students (usually year 3)
<b>September</b>		
When	What	Who needs to know?
flexible dates (Sept. to Nov.)	Graduate School Deadline - apply for fall graduation	chairs and any student planning to graduate in fall term
15-Sep	Annual Report Online due to APA IR C 26 D data updated on website Handbook posted to web with ARO updates	program director/faculty/main office staff
mid-September	Diversity Research Symposium @ BSU	everyone encouraged to attend
within 6 weeks of fall start	comprehensive prelims written exams	chairs and doctoral students taking prelims in fall term
within 9 weeks of fall start	comprehensive prelims oral exams	chairs and doctoral students taking prelims in fall term
flexible dates	Indiana Association of School Psychologists (IASP) Fall Conference	interested students and faculty
<b>October</b>		
When	What	Who needs to know?

end of October	Midwest Psychological Association submission of proposals	interested students and faculty
within 9 weeks of fall start	comprehensive prelims oral exams	chairs and doctoral students taking prelims in fall term
mid-October (suggested: October 15)	doctoral dissertation proposal season	chairs and students planning to apply for doctoral internships in current applications cycle
flexible dates	Open House (usually on a Saturday)	potential new students, current students, faculty
flexible dates	Conference: National Academy of Neuropsychology	interested students and faculty
flexible dates, usually starting in late October	Doctoral level internship applications due	chairs, any doctoral students applying; faculty
<b>November</b>		
When	What	Who needs to know?
flexible dates	APA conference submissions for summer main APA Convention	interested students and faculty
mid-November	Graduate School application deadline for new doctoral student applications	chairs, faculty, main office staff(Linda)
late November	Association for Psychological Science conference submissions due	interested students and faculty
<b>December</b>		
When	What	Who needs to know?
1-Dec	PhD application deadline for upcoming fall cohort	faculty, main office staff (Linda)
early December	review of applications	faculty
before winter break	interview invitation letters for applicants	faculty
<b>January</b>		
When	What	Who needs to know?
1-Jan	applications for fall cohort of MA/EdS students due	faculty, main office staff
mid-January	Doctoral Applicants Interview date	Current doctoral students, faculty, office staff
2nd Monday of spring term	inform chair of plan to take prelims for fall	doctoral students (usually year 3)
end of month	American Psychological Society submission of proposals	interested students and faculty
flexible dates	Council of Directors of School Psychology Programs Annual Conference	faculty
<b>February</b>		

When	What	Who needs to know?
early February	Graduate School Deadline to apply for spring graduation	any student planning to graduate in spring term
flexible dates	National Association of School Psychologists Annual Convention	students, faculty, staff internship applicants, faculty
flexible dates	APPIC Match results	doctoral students taking prelims in spring term
within 6 weeks of spring term start	comprehensive prelims written exams	doctoral students taking prelims in spring term
within 9 weeks of spring term start	comprehensive prelims oral exams	doctoral students taking prelims in spring term
flexible dates	Conference: International Neuropsychological Society	interested students and faculty
flexible dates	Midwest Psychological Association Annual Conference	interested students and faculty
<b>March</b>		
When	What	Who needs to know?
flexible dates	Indiana Association of School Psychologists (IASP) spring conference	interested students and faculty
flexible dates	requests for fall graduate assistantships distributed	all students and GA supervisors
flexible dates	Spring speaker	all students and faculty
<b>April</b>		
When	What	Who needs to know?
mid-April	admissions final count for incoming cohort; send information about fall paperwork and moving to Muncie	program directors, main office staff
flexible dates near end of spring term	Student Affiliates in School Psychology (SASP) banquet	whole program
flexible dates	American Educational Research Association (AERA) annual meeting	interested students and faculty
flexible dates	Cowan Schools - kindergarten screener	1st, 2nd, 3rd year students
flexible dates	Conference: American Academy of Pediatric Neuropsychology	interested students and faculty
near end of month	annual background checks and incoming student background checks reminders	whole program/program directors send reminders
<b>May</b>		
When	What	Who needs to know?
flexible dates	Annual Report to APA update survey (ARO)	current students, alumni, and faculty

flexible dates	Graduate School deadline to apply for summer term graduation	any student planning to graduate at end of summer term
late May	Association for Psychological Science (APS) Convention	interested students and faculty
<b>June</b>		
When	What	Who needs to know?
1-Jun	BSU annual report due (rGrade or TK20)	program directors
flexible dates	conference submissions due for NASP	students, faculty
<b>July</b>		
When	What	Who needs to know?
last week of summer term	BSU Consortium Internship start/end	interns, faculty supervising interns
last week of the month	Summer commencement	graduating students, faculty chairs

# Appendix R: IR C 26D Data Archives

Program Information: Student Admissions, Outcomes and Other Data 2020-2021  
IR C-26 D Information

<p><b>Program Disclosures</b></p> <p>Does the program or institution require students, trainees, and/or staff (faculty) to comply with specific policies or practices related to the institution’s affiliation or purpose? Such policies or practices may include, but are not limited to, admissions, hiring, retention policies, and/or requirements for completion that express mission and values?</p>	<p>_____ Yes</p> <p>_____ <b>x</b> _____</p> <p>_____ No</p>
--	--

**Time to Completion for all students entering the program**

Outcome	Year in which Degrees were Conferred												Total									
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021												
Total number of students with doctoral degree conferred on transcript	10	3	5	4	3	7	7	7	4	10			60									
Mean number of years to complete the program	6.4	8.33	7.8	7.5	6.25	5.3	6.14	6	5.75	5.5			6.497									
Median number of years to complete the program	5.5	9	8	6.5	5	5	5.5	5.5	5.5	5.5			6.135									
<b>Time to Degree Ranges</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>						
Students in less than 5 years	3	30	0	0	0	0	0	0	1	14	0	0	0	0	1	25	1	10	6	10		
Students in 5 years	2	20	0	0	1	20	0	0	2	67	5	71	2	29	3	43	1	25	6	60	22	37
Students in 6 years	1	10	0	0	0	0	2	50	0	0	0	0	3	43	2	29	1	25	2	20	11	18
Students in 7 years	1	10	1	33	0	0	1	25	0	0	0	0	1	14	1	14	0	0	0	0	5	8
Students in more than 7 years	3	30	2	67	4	80	1	25	1	33	1	14	1	14	1	14	1	25	1	10	16	27

Also, please describe or provide a link to program admissions policies that allow students to enter with credit for prior graduate work, and the expected implications for time to completion. Please indicate NA if not applicable:

The policies on how many credits must be in residence at Ball State are located here:  
<https://catalog.bsu.edu/2021-2022/Graduate-Catalog/The-Graduate-School/Doctoral-Degrees/Doctoral-Program-Degree-Requirements>

## Program Costs

Description	2021-2022 1 <sup>st</sup> -year Cohort Cost
Tuition for full-time students (in-state)	\$7,758
Tuition for full-time students (out-of-state)	\$21,222
Tuition per credit hour for part-time students ( <i>if applicable enter amount; if not applicable enter "NA"</i> )	N/A
University/institution fees or costs	\$2,006
Additional estimated fees or costs to students (e.g. books, travel, etc.)	\$1,000

Note: All students admitted to the program in 2021-2022 have graduate assistantships, which include partial tuition waivers and in-state tuition rates. Students are responsible for paying for university fees and additional costs for books and supplies.

Internship Placement - Table 1

Outcome	Year Applied for Internship																			
	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		2017-2018		2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students who obtained APA/CPA-accredited internships	1	14	1	100	3	60	5	50	2	40	2	40	1	20	4	57	3	50	6	100
Students who obtained APPIC member internships that were not APA/CPA-accredited ( <i>if applicable</i> )	1	14	0	0	2	40	2	20	0	0	0	0	4	80	3	43	1	17	0	0
Students who obtained other membership organization internships (e.g. CAPIC) that were not APA/CPA-accredited ( <i>if applicable</i> )	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students who obtained internships conforming to CDSPP guidelines that were not APA/CPA-accredited ( <i>if applicable</i> )	0	0	0	0	0	0	3	30	3	60	3	60	0	0	0	0	2	33	0	0
Students who obtained other internships that were not APA/CPA-accredited ( <i>if applicable</i> )	5	71	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students who obtained any internship	7	100	1	100	5	100	10	100	5	100	5	100	5	100	7	100	6	100	6	100
Students who sought or applied for internships including those who withdrew from the application process	7	-	1	-	5	-	10	-	5	-	5	-	5	-	7	-	6	-	6	-

**Internship Placement - Table 2**

Outcome	Year Applied for Internship																			
	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		2017-2018		2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students who sought or applied for internships including those who withdrew from the application process	7	-	1	-	5	-	10	-	5	-	5	-	5	-	7	-	6	-	6	-
Students who obtained paid internships	7	100	1	100	5	100	10	100	5	100	5	100	5	100	7	100	6	100	6	100
Students who obtained half-time internships* (if applicable)		0		0		0		0		0		0		0		0		0		0

\* Cell should only include students who applied for internship and are included in applied cell count from "Internship Placement – Table 1"

**Attrition**

Variable	Year of First Enrollment																			
	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		2017-2018		2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students for whom this is the year of first enrollment (i.e. new students)	7	-	7	-	6	-	7	-	6	-	8	-	6	-	7	-	9	-	4	-
Students whose doctoral degrees were conferred on their transcripts	7	100	7	100	5	83	6	86	5	83	5	63	0	0	0	0	0	0	0	0
Students still enrolled in program	0	0	0	0	0	0	0	0	0	0	2	25	3	50	6	86	9	100	4	100
Students no longer enrolled for any reason other than conferral of doctoral degree	0	0	0	0	1	17	1	14	1	17	1	13	3	50	1	14	0	0	0	0

**Licensure**

<b>Outcome</b>	<b>2011-2021</b>
The total number of program graduates (doctoral degrees conferred on transcript) between 2 and 10 years ago	49
The number of these graduates (between 2 and 10 years ago) who became licensed psychologists in the past 10 years	33
Licensure percentage	67%

\*note: most alumni who are not licensed as health service psychologist are employed in university or preK-12 school settings