

# **SPECIALIST-LEVEL PROGRAM IN SCHOOL PSYCHOLOGY**

## **INFORMATION PACKET FOR PROSPECTIVE STUDENTS**

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Department of Counselor Education and School Psychology  
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**Approved by the  
National Association of School Psychologists (NASP)  
State of Ohio Department of Education**

**Accredited by the  
National Council for the Accreditation of Teacher Education (NCATE)**

## **Program Description**

The Specialist-level Program in School Psychology resides in the Department of Counselor Education and School Psychology in the College of Health Science and Human Service. The Education Specialist Degree (Ed.S.) consists of three years of full-time study, and approximately 79 graduate semester hours of coursework, which includes a two-semester practicum experience during the second year, and a 9-month, full-time (minimum 1200 hours) supervised internship in a school setting completed during the third year. Students earn a Master of Arts (M.A.) degree after completing the M.A. requirements (minimum of 32 hours of coursework and 100 field experience hours or 120 hours for those without teaching license). The M.A. is awarded at the end of the third/summer semester, and the Ed.S. degree at the end of the internship or third year of the program.

## **Program Philosophy and Objectives**

The School Psychology Program is committed to training professionals who have expertise in both psychology and education. This is accomplished by using a scientist-practitioner model that emphasizes comprehensive psychological services using an Eco-behavioral-problem solving orientation that recognizes the importance of children's individual differences. After successfully completing the program, students will be expected to:

Objective 1: Demonstrate respect for human diversity and individual differences in their practice as school psychologists.

Objective 2: Deliver a full range of school psychological services from indirect to direct evidence-based interventions, to standardized and curriculum based assessment, to evaluation of system-level programs and services.

Objective 3: Function using the scientist-practitioner Eco-behavioral problem-solving model.

Objective 4: Adhere to legal and ethical practices in their professional practice.

## **Program Foundational Skills and Knowledge**

The Program is designed to prepare school psychologists who have a strong and broad-based knowledge of psychology and education and are prepared to apply that knowledge to school settings. The knowledge base is outlined in the document *School Psychology: A Blueprint for Training and Practice* as well as the *Standards for Training and Field Placement Program in School Psychology*. The 11 domains are recognized nationally as domains for training and practice and are the foundation of the knowledge and skills used to evaluate student progress and graduate entry-level competence/attainment of candidate proficiencies upon completion of The University of Toledo School Psychology Program. The 11 domains are summarized below:

- Data based decision-making and accountability
- Interpersonal communication, collaboration, and consultation
- Effective instruction and development of cognitive/academic skills
- Socialization and development of life competencies
- Student diversity in development and learning
- School structure, organization, and climate
- Prevention, wellness promotion, and crisis intervention
- Home/school/community collaboration
- Research and program evaluation
- Legal, ethical practice and professional development
- Information Technology

### **The Education Specialist Program in School Psychology**

As noted previously, the Education Specialist Degree (Ed.S.) consists of three years of full-time study. When students apply to the School Psychology Program they are initially admitted to the Master's degree program and are assigned an academic advisor. Students are required to complete a minimum of 32 hours of coursework. The coursework during the M.A. program is primarily designed to provide students with knowledge. The required coursework for the Master's program is listed below:

#### **Master's Degree Core Course Requirements**

RESM 5110 Quantitative Methods I  
RESM 5310 Educational Research

#### **Master's Degree School Psychology Course Requirements**

SPSY 5030 Role & Function of the School Psychologist  
EDP 5330 Behavior Management or SPED 5340 Adv. Behavior Management  
SPSY 5170 Consultation I: Theory & Techniques  
SPSY 7180 Consultation II: School and Home  
SPSY 5300 Psychoeducational Assessment & Interventions I  
SPSY 5310 Psychoeducational Assessment & Interventions II  
SPSY 5040 Legal & Ethical Issues for School Psychologists & Counselors

#### **Other Course Requirements (must take two [2] of the following for Master's degree)**

SPED 5000 Issues in Special Education  
EDP 5210 Child Behavior & Development  
EDP 5/7320 Instructional Psychology  
COUN 5/7140 Counseling Theories & Techniques  
SPSY 6260 Developmental Child Psychopathology or PSY 6270 Clinical Child Psychology  
COUN 5/7160 Cultural Diversity for Counselors & School Psychologists  
EDAS 6000 The Individual in Organizations (note: only for those without current teaching license)

When students apply to graduate with their Master's degree, they must also apply to the Graduate School for admittance to the Education Specialist Program in School Psychology. Students begin their Education Specialist coursework in the fall of the second year and begin their two-semester practicum experience as well. The coursework and experiences during the Ed.S. program are designed to provide students with knowledge and skills. The required coursework for the Education Specialist program is listed below:

**Education Specialist School Psychology Course Requirements**

SPSY 7320 Psychoeducational Assessment & Interventions III  
SPSY 7330 School Psychology Practicum I  
SPSY 7340 School Psychology Practicum II  
SPSY 7180 Consultation III: School and Community  
SPSY 7940 Internship in School Psychology

**Other Course Requirements (note: Students are required to take any courses listed below not completed during the M.A. program)**

SPED 5000 Issues in Special Education  
EDP 5210 Child Behavior & Development  
EDP 5/7320 Instructional Psychology  
COUN 5/7140 Counseling Theories & Techniques  
SPSY 6260 Developmental Child Psychopathology or PSY 6270 Clinical Child Psychology  
COUN 5/7160 Cultural Diversity for Counselors & School Psychologists  
EDAS 6000 The Individual in Organizations (note: only for those without current teaching license)

Upon successful completion of the Ed.S coursework, practicum, and the second year portfolio, students are admitted into the internship experience. The requirements for internship are outlined in *The Ohio Internship in School Psychology* (2006). Upon completion of the internship experience, the Specialist-level research project, the Praxis test, and the summative portfolio, students are recommended for Ohio licensure as a School Psychologist.

**Program Admission and Enrollment**

The UT School Psychology Program is a full-time only program. The application deadline for the school psychology program is January 15<sup>th</sup> and June 15<sup>th</sup>. It is the applicant's responsibility to ensure that all materials have been received. Incomplete or late applications will not be considered. In order to apply to the school psychology program, applicants must submit the following materials and meet the minimum academic prerequisite as follows:

1. Minimum academic prerequisite: Undergraduate GPA of 2.7 (for admission to the Graduate School) and for the School Psychology program, a preferred Undergraduate GPA of 3.0.
2. Submit GRE scores (taken within the last 5 years) with a required minimum combined score (verbal +quantitative) of 800 and a preferred combined score of 1000.
3. Graduate school application for the Master's degree in School Psychology.
4. Three (3) letters of recommendation, at least one of which must address the applicant's academic potential (i.e., from a University faculty member).
5. Statement of purpose, which should be 2-3 pages, and detail why the applicant would like to pursue a career in school psychology and include personal experiences. The statement of purpose should be typed and submitted to the Graduate School rather than typed in the space provided in the online Graduate School application.

6. Official Undergraduate transcripts (and Graduate if appropriate).
7. Completion of interview of school psychologist, which requires the applicant to interview a school psychologist and answer the following questions:
  - What is your educational background (undergrad and grad: place and degree)?
  - What is your career background (other jobs held)?
  - What is a typical day for you?
  - About how many evaluations do you complete per year?
  - About how many parent or teacher meetings do you attend yearly?
  - Do you consider yourself to be special education personnel? Does the staff consider you special education personnel?
  - How much consultation do you do? Would you like to do more?
  - What are the characteristics of a good school psychologist?
  - What is the hardest part of your job?
  - What is the most rewarding part of your job?
  - Did your program adequately prepare you for the work you do as a school psychologist? If not, what was lacking?
  - What is your most memorable moment as a school psychologist?
  - If you could change your job, how would you change it?
  - What recommendations would you have for someone just starting out in a school psychology program?
  - In your opinion, what is the biggest issue facing the field of school psychologists today?
8. Students who are invited for an interview should come prepared to
  - Provide a summary of the interview of the school psychologist
  - Discuss the similarities and differences between what the school psychologist discussed and the UT school psychology program philosophy, objectives, curriculum, etc.,
9. Professional Resume.

Once an applicant's file is complete, it will be forwarded to the Department of Counselor Education and School Psychology Screening Committee for consideration. In order to be consistent with national training standards and to ensure sufficient faculty members to advise and mentor students, there are a limited number of applicants who are admitted into the program each year. As a result, admission is competitive. The Screening Committee will notify those applicants that have been invited for a campus interview in early February. All applicants interested in being considered for the program must participate in an interview (preferably on campus) with the CESP Department Admissions Committee, which is scheduled for February/March. The interview consists of questions designed to determine the applicant's match with the training program and potential for completing the program.

When the Committee has completed all scheduled interviews, final determinations will be made and interviewed applicants will be notified of the Committee's admission decision by mail on or around April 1<sup>st</sup> and June 30<sup>th</sup>. At this time, those accepted into the program will receive information about course registration and will be assigned an advisor. The Department of Counselor Education and School Psychology has an equal opportunity admissions policy and does not discriminate against applicants on the basis of race, creed, color, national origin, sex, sexual preference, age, or handicapping condition. It is a policy of

the Department of Counselor Education and School Psychology to encourage individuals from diverse ethnic, cultural, or social backgrounds to apply for admission.

### **School Psychology Faculty and Program Contact Information**

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