

EDUCATIONAL SPECIALIST IN SCHOOL PSYCHOLOGY

Introduction

The school psychology program is housed in the Beeghly College of Liberal Arts, Social Sciences and Education. Students who successfully complete 45 credit hours of coursework are awarded the Master of Education (M.Ed.) degree in Intervention Services. An additional 54 credit hours are required for the awarding of the Educational Specialist (Ed.S.) degree in School Psychology. Candidates must also pass the PRAXIS II examination in school psychology for licensure in the State of Ohio and for certification by the National Association of School Psychologists (NASP). (Please note the following are required for admission to the Educational Specialist degree: Successful completion of the YSU M.Ed. In Intervention Services, demonstration of successful skills as evidenced by grades and disposition ratings throughout the program, and a successful Ed.S. admissions interview.)

The program provides a curriculum that is comprehensive, integrated, and sequential. It follows the school psychology standards set forth by the State of Ohio, NASP, and the Council for the Accreditation of Education Preparation (CAEP). Courses reflect current advances in the field of school psychology and education. In addition, the program has a unique emphasis in low incidence disabilities. The program is committed to implementing and integrating the most current technology.

The school psychology program is structured so that course content is accompanied by appropriate field experiences. Practicum experiences are designed to provide students with opportunities to practice skills that are required in professional practice while under direct supervision. Practicum experiences occur in conjunction with specific courses and are individualized in terms of setting and assignment to a field supervisor.

Full-time study in school psychology (M.Ed and Ed.S.) generally constitutes a three-year sequence. To develop the needed specific competencies and to meet the training goals of the YSU school psychology program, candidates during the first year of study complete coursework in counseling, educational, and psychological foundations at the master's level.

For more information about the School Psychology program, contact the Office at 330-941-3257 or visit our website (<http://catalog.ysu.edu/undergraduate/colleges-programs/college-education/department-counseling-special-education-school-psychology/>).

Welcome

Our program is designed to prepare graduates with the necessary knowledge, skills, and dispositions to serve as school psychologists. Youngstown State University offers a Master of Education in Intervention Services as the initial degree required for admission to the Educational Specialist in School Psychology program. The School Psychology program at YSU enrolled its first class of candidates in 2012 and graduated its first class of School Psychologists in August 2015. Graduate students will find a unique educational experience that prepares them for a career in School Psychology. I encourage you to review the website and to contact the program director below.

Jeffrey Coldren, Ph.D.
Chair / Professor
Department of Psychology Sciences and Counseling
330-941-1617
jtcoldren@ysu.edu

Program Director

For specific questions about the School Psychology program, please contact the program director:

Richard W. VanVoorhis, D.Ed., NCSF, Associate Professor
3212 Beeghly College of Education
(330) 941-3266
rwvanvoorhis@ysu.edu

Accreditation

The School Psychology program within the Department of Counseling, School Psychology, & Educational Leadership, achieved full national recognition as a NASP (National Association of School Psychologists) approved program through Fall 2024 - <https://www.nasponline.org/>

Admission Requirements

The Youngstown State University school psychology program is a cohort-based program and will accept students on a full-time time basis. Part-time positions in the program are limited and are only considered when space is available. The first year of the program commences during the summer. The requirements for applying to the YSU School Psychology program are:

- Successful completion of the YSU Master of Education in Intervention Services, demonstration of successful skills and dispositions, as evidenced by grades and disposition ratings throughout the program, and a successful Ed.S. admissions interview.
- Application Deadlines:

Fall: June 15th

Spring: October 15th

Summer: March 15th

Graduate Faculty

Carrie R. Jackson, D.Ed., Assistant Professor
Applied behavior analysis; autism spectrum disorders; neuropsychology; transition planning/vocational assessment

Richard W. VanVoorhis, D.Ed., Associate Professor
Role and function of school psychologists; career development and counseling topics; special education service delivery; low incidence disabilities; assessment and identification issues

Requirements for Ed.S. Degree in School Psychology

Successful completion of the following 54 credit semester hours as listed below:

- Successful completion of 22 required credit semester hours;
- successful completion of 11 practicum required credit semester hours;
- successful completion of 21 internship credit semester hours;
- successful completion of EDS comprehensive exam;
- approval of professional internship competency notebook; and
- successful completion of Change Project (Capstone experience partial fulfillment of SPSY 7512 Internship/Supervised Experience 1, SPSY 7513 Internship/Supervised Experience 2, and SPSY 7514 Internship/Supervised Experience 3 requirements).

Required Courses for the Education specialist Degree in School Psychology

COURSE	TITLE	S.H.
Required Courses		
SPSY 7500	Dynamic Assessment 1	3
SPSY 7503	Dynamic Assessment 2	3
SPSY 7506	Consultation Approaches to Treatment in Schools	3
SPSY 7507	Classroom Assessment and Decision Making	3
SPSY 7508	Neuropsychology, Low Incidence and Learning Behavior	3
SPSY 7509	Family Systems Within an Educational Context	3
SPSY 7510	Professional Development Seminar in School Psychology	1
SPSY 7511	School Psychology Internship Studies	3
Practicum Courses		
SPSY 7501	Dynamic Assessment Practicum in School Psychology 1	3
SPSY 7502	Cognitive Observation Practicum	2
SPSY 7504	Dynamic Assessment Child Study Practicum 2	3
SPSY 7505	Dynamic Assessment Advanced Child Study Practicum 3	3
Internship Courses		
SPSY 7512	Internship/Supervised Experience 1	6
SPSY 7513	Internship/Supervised Experience 2	6
SPSY 7514	Internship/Supervised Experience 3	3
SPSY 7515	Advanced Seminar in School Psychology 1	3
SPSY 7516	Advanced Seminar in School Psychology 2	3
Total Semester Hours		54

Learning Outcomes

1. Candidates will have knowledge and applied skills necessary to demonstrate school based data-based decision making and accountability.
2. Candidates will have knowledge and applied skills necessary to demonstrate effective consultation and collaboration.
3. Candidates will have knowledge and applied skills necessary to promote interventions and instructional support to develop student academic skills.
4. Candidates will have knowledge and applied skills necessary to promote interventions and mental health services to develop student social and life skills.
5. Candidates will have knowledge and applied skills necessary to promote school wide practices to promote learning.
6. Candidates will have knowledge and applied skills necessary to promote family-school collaboration services.
7. Candidates will have knowledge necessary to understand diversity in development and learning.
8. Candidates will have knowledge and applied skills necessary to conduct research and program evaluation.
9. Candidates will have knowledge and applied skills necessary to understand and demonstrate appreciate legal, ethical, and professional practice.

Graduate Courses

SPSY 5965 School of Psychology Workshop - Special Topics 1-5 s.h.
Selected topics related to intervention and current interest in the school of psychology field of study. Grading is S/U.

SPSY 6901 System-Wide Consultation/Collaboration in the Schools 3 s.h.
Current educational practices have made collaboration an essential way education professionals do their work. This course will cover the theoretical bases and consultation/collaboration skills necessary for affecting change in the educational environment from a system wide perspective. The aim of this course is to prepare Intervention Services students to function as collaborative consultants promoting systematic and planned strategies for use within the public schools and with families with children with disabilities.

SPSY 6902 School Organization, Classroom Analysis, Cross-Categorical Settings 3 s.h.

Provides students in the school psychology program with the opportunity to observe and participate in educational regular education (K-12) and special education settings (SLD, CD, ED, MH, Autistic clinics, for B-21 years of age) in order to understand the organization of educational institutions they will ultimately serve as well as student population characteristics to understand the organization of educational institutions they will ultimately serve.

SPSY 6904 Crisis Counseling 3 s.h.

An overview of the professional concerns and issues school psychologists face working in public school systems. Orientation and preparation for the supervised internship experience will be discussed; future responsibilities as a professional and staff consultant. Legal and ethical issues pertaining to the role of a school psychologist will be reviewed.

SPSY 6905 Cultural/Ethnic Issues Relating to Youth and Families 3 s.h.

Introduces pertinent theoretical cultural issues which relate to mental health professionals as they work with diversified populations. In particular, therapeutic skill enhancement of professionals will be advanced, since all counseling may be seen as cross-cultural. Group work and experiential exercises will provide an avenue for the professional and personal cultural growth of each participant. The goal is to also enhance participant's level of cultural sensitivity.

SPSY 6906 Role and Function of a School Psychologist 3 s.h.

An overview of the professional concerns and issues school psychologists face working in public school systems. Orientation for a supervised internship experience will be discussed; future responsibilities as a professional and staff consultant. Historical, legal and ethical issues pertaining to the role of a school psychologist will be reviewed.

SPSY 6907 Psycho-Educational Assessment Practices in the Schools 3 s.h.

This course is designed to provide an overview of the relevant concepts, principles and methods underlying the construction and interpretation of psychological and educational tests. Through lectures, discussion, and individual and group activities, candidates will learn about the basic concepts, competencies, issues, and tools used in psychological testing and measurement and their practical applications. In this course, candidates will gain knowledge of how psychological tests are built, what they can and cannot do, the conditions under which they should and should not be used, and how to evaluate their adequacy.

Prereq.: School Psychology Candidacy.

SPSY 6909 Assessment and Intervention for Students with Low Incidence Disabilities 3 s.h.

Emphasis will be on current most effective practices of the professional collaboration process across three tiers of service to include specific models and strategies for students in general education and especially those with autism and/or a low incidence disability. Candidates will develop a team training model and will evaluate evidence-based practices.

SPSY 6911 International Area Study: Project Learning Around the World 3 s.h.

This course is designed to enhance mental health or teacher's professional and personal level of sensitivity and competence via introducing them to innovative and traditional forms of intervention or healing in community and school settings in a developing country. Students will participate in philanthropic activities by helping to gather and deliver educational supplies via Project Learning Around the World (www.platw.org).

SPSY 6912 Multilevel Tier Interventions Across General Education and Special Education Programming 3 s.h.

Direct experiences in planned multilevel interventions across the three tiers of services within educational school systems for regular education and children with disabilities. Participation in RTI team meetings, curriculum academic and applied and functional behavioral analysis, progress monitoring, goal attainment scaling and determining effectiveness of intervention plans will be introduced.

SPSY 7500 Dynamic Assessment 1 3 s.h.

This course is designed for the school psychology student and includes the administration and interpretation of intelligence tests. The goal of this course is to provide students with a series of experiences which will lead to student mastery in the administration, scoring, and interpretation of various cognitive instruments and one achievement test.

Concurrent: SPSY 7501 and SPSY 7502.

SPSY 7501 Dynamic Assessment Practicum in School Psychology 1 3 s.h.

Supervised experience in the administration and scoring of cognitive assessment protocols and demonstration of behavioral observation recording.

Concurrent: SPSY 7500 and SPSY 7502.

SPSY 7502 Cognitive Observation Practicum 2 s.h.

Supervised experience in the administration of various psychological instruments.

Prereq.: SPSY 7500 and SPSY 7501 concurrently.

SPSY 7503 Dynamic Assessment 2 3 s.h.

This course is designed to provide school psychology candidates with a theoretical foundation and the attainment of assessment skills in the areas of achievement, perceptual-motor, receptive, expressive, written language skills, behavioral, self-concept, emotional, developmental history and adaptive behavior assessment.

Prereq.: Candidates must have obtained a "B" or better and reached competence in SPSY 7500, SPSY 7501, and SPSY 7502.

Concurrent: SPSY 7504 and SPSY 7505.

SPSY 7504 Dynamic Assessment Child Study Practicum 2 3 s.h.

Candidates are provided supervised practicum experience utilizing a systematic, ecological approach to child study.

Prereq.: Candidates must have obtained a "B" or better and reached competence in SPSY 7500, SPSY 7501, and SPSY 7502.

Concurrent: SPSY 7503 and SPSY 7505.

SPSY 7505 Dynamic Assessment Advanced Child Study Practicum 3 3 s.h.

Candidates are provided with advanced supervised practicum experiences in school systems in the area of child study.

Prereq.: Candidates must have obtained a "B" or better and reached competence in SPSY 7500, SPSY 7501, and SPSY 7502.

Concurrent: SPSY 7503 and SPSY 7504.

SPSY 7506 Consultation Approaches to Treatment in Schools 3 s.h.

This course presents assessment procedures for ecological contexts and client needs within school contexts.

Concurrent: SPSY 7507.

SPSY 7507 Classroom Assessment and Decision Making 3 s.h.

The purpose of this course is to analyze and assess problems related to classroom learning environments, to plan programs to enhance environments, and to implement as well as evaluate plans. The aim of this course is to prepare school psychology students to function effectively within public school classrooms by applying various consultation models.

Concurrent: SPSY 7506.

SPSY 7508 Neuropsychology, Low Incidence and Learning Behavior 3 s.h.

This course is designed to provide the basics of neuroanatomy, specifically, in terms of brain organization and neurological development.

Prereq.: SPSY 7500, SPSY 7501, and SPSY 7502.

SPSY 7509 Family Systems Within an Educational Context 3 s.h.

The focus of the didactic and experiential course will be on identifying patterns of children's symptoms, repositioning of the therapist within the educational system context and learning of various therapeutic techniques to use with families of children with disabilities or other mental health issues.

SPSY 7510 Professional Development Seminar in School Psychology 1 s.h.

This course is designed to prepare and ready school psychology candidates for their proposed internship assignment.

SPSY 7511 School Psychology Internship Studies 3 s.h.

Supervised readings and class discussions in preparation for a 1400-clock-hour internship in school psychology.

SPSY 7512 Internship/Supervised Experience 1 6 s.h.

Designed for those candidates who have been assigned a 1400-clock-hour internship in the state of Ohio under field and university supervision. 6 s.h. 6 s.h.

SPSY 7513 Internship/Supervised Experience 2 6 s.h.

Designed for those candidates who have been assigned a 1400-clock-hour internship in the state of Ohio under field and university supervision. 6 s.h. 6 s.h.

SPSY 7514 Internship/Supervised Experience 3 3 s.h.

Designed for those candidates who have been assigned a 1400-clock-hour internship in the state of Ohio under field and university supervision. 6 s.h. 6 s.h.

SPSY 7515 Advanced Seminar in School Psychology 1 3 s.h.

First of two-semester seminars (special topics related to school psychology internship, child study, serving low incidence populations, consultation, RTI and other topics related to the internship experience).

Prereq.: concurrent with SPSY 7512.

SPSY 7516 Advanced Seminar in School Psychology 2 3 s.h.

Second of two-semester seminars (special topics related to school psychology internship, child study, serving low incidence populations, consultation, RTI and other topics related to the internship experience).

Prereq.: concurrent with SPSY 7513.