

MASTER OF EDUCATION IN INTERVENTION SERVICES

Introduction

The school psychology program is housed in the Beeghly College of 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. The first year includes 100 practicum hours and provides candidates with experiences related to a variety of low and high incidence disabilities. Upon successful completion of year one requirements, candidates will graduate with a Master of Education in Intervention Services.

For more information about the Department of Counseling, School Psychology and Educational Leadership, contact the Department Office at 330-941-3257 or visit our Department website (<http://catalog.yzu.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 our community. 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. This is the first new degree program in Ohio dedicated to the preparation of school psychologist in over four decades. Master's students will find a unique educational experience that prepares them for study in School Psychology. I encourage you to review the website and to contact the program director below.

Jake J. Protivnak, Ph.D.
Chair / Professor
Department of Counseling, School Psychology and Educational Leadership
(330) 941-1936

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Program Director

For specific questions about the Master of Education in Intervention Services and the School Psychology program, please contact the program director:

Richard W. VanVoorhis, D.Ed., NCSP, Associate Professor
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Accreditation

An application for the initial National Association of School Psychologists (NASP) approval will be submitted during Fall 2017. Programs must first complete a three year cycle producing graduates before application may be made for full NASP approval.

Admission Requirements

A set of specific criteria must be met before the applicant can be officially accepted as a candidate for a YSU graduate degree in school psychology. Undergraduate/graduate coursework, grade point average, relevant work experience, letters of recommendation and personal maturity are considerations for entrance into the program. To begin the application process, prospective candidates should contact Dr. Richard Van Voorhis, Graduate Program Director.

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

- A baccalaureate degree from a regionally accredited university or college
- Minimum undergraduate cumulative GPA of at least 3.0 or better on a 4.0 scale
- Graduate Record Examination (GRE) results (Verbal and Quantitative, Analytical Writing)
- Three letters of recommendation
- Official transcripts from all previously attended institutions
- A "Position Paper" describing
 - Motivation and reasons for selecting the field of school psychology
 - Aspirations following the receipt of the graduate degree in school psychology
 - Personal qualities which relate to success as a graduate student and school psychologist.
- Minimum of 9 semester hours of undergraduate or graduate work in school psychology related coursework (psychology, education, special education, social work, counseling, or other as determined by the admission committee) with a grade of "B" or better
- Completion of a Good Moral Character statement which reflects no criminal convictions which may impact your ability to work in educational settings
- An interview is the last step in the application process. Completed applications will be reviewed by the selection/admission committee to select individuals for interview. The process is competitive and meeting eligibility criteria does not assure admission into the program.
- Application Deadline: February 1st

Graduate Faculty

Kathleen Aspiranti, Ph.D., Assistant Professor
School-based behavioral and academic interventions; response to intervention; autism spectrum disorders; curriculum-based measurements in reading

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

Successful completion of the following 45 credit semester hours and successful completion of comprehensive examination (capstone experience)

Required courses for the M.Ed. in Intervention Services are as follows:

COURSE	TITLE	S.H.
Required Courses		
SPSY 6901	System-Wide Consultation/Collaboration in the Schools	3
SPSY 6909	Assessment and Intervention for Students with Low Incidence Disabilities	3
SPSY 6912	Multilevel Tier Interventions Across General Education and Special Education Programming	3
COUN 6962	Counseling Theory	3
COUN 6973 & 6973L	Group Counseling Theory and Practice and Group Counseling Laboratory	3
SPSY 6904	Crisis Counseling	3
PSYC 6905	Human Growth and Development	3
PSYC 6955	Psychopathology	2
SPSY 6902	School Organization, Classroom Analysis, Cross-Categorical Settings	3
SPSY 6905	Cultural/Ethnic Issues Relating to Youth and Families	3
FOUN 6904	Introduction to Educational Research	3
FOUN 6914	Statistical Methods in Education	3
SPSY 6906	Role and Function of a School Psychologist	3
COUN 6900	Counseling Methods and Practice	3
Capstone Experience		
SPSY 6907	Comprehensive Readings in School Psychology	3
Total Semester Hours		44

Learning Outcomes

- Candidates will be well prepared to serve all children /students and their families including those diagnosed with high and low incidence disabilities.
- Candidates will reflect professional practices that demonstrate respect for human diversity and promote effective services, advocacy, and social justice for all children and families.
- Candidates will demonstrate the educational foundations of school psychology including the organization and operation of general, special education plus instructional and remedial techniques.
- Candidates will obtain theoretical and practical knowledge, skills and experiences related to developing appropriate mental health strategies with children, families, and groups.
- Candidates will demonstrate an understanding of basic statistical and research methodologies as applied to research in the schools.
- Candidates will understand the historical, current, legal and ethical issues, alternative models of delivery, emergent technologies, and knowledge of the school psychologist's role and function.

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 Comprehensive Readings in School Psychology 3 s.h.

Provides supervised readings and class discussions in preparation for the master's comprehensive examination.

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.