Graduate Education Specialist - School Psychology - Arizona



"I love working and teaching for Ottawa because we offer all of the big things - lots of programs, campuses and options...but we also have that hometown feel. It brings me so much joy to see my students blossom."

– Nancy Smith, Professor in School of Education

At Ottawa University

School psychology students will learn to work collaboratively with educators, parents, and students to provide preventive and remedial psychological services. The program integrates theoretical and practical training, which provides candidates with expertise in the following areas: psychological and educational foundations, evaluation, intervention, consultation, research, and professional ethics and standards.

School psychology will follow the requirements of the Arizona Department of Education. Students are required to complete the required credit hours and hours of a paid or unpaid internship in a school setting. This program will prepare candidates to facilitate the educational, social, and emotional development of children and adolescents in school settings.

Careers

According to information published by the U. S. Department of Labor, "Employment of clinical, counseling, and school psychologists is projected to grow 14 percent from 2016 to 2026, faster than the average for all occupations." It is further projected that employment of school psychologists will continue to grow because of the raised awareness of the connection between mental health school outcomes. The U. S. Department of Labor concludes that candidates with a doctoral or education specialist degree and postdoctoral work experience will have the best job opportunities in clinical, counseling, or school psychology positions.

Education and Qualifications

In order to work as a school psychologist, an Ed.S (Education Specialist) is needed. The education specialist degree enables students to work directly with children, parents and teachers in a school setting. This program also provides a foundation for students who wish to pursue doctoral studies in school psychology in the future.

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Required Courses

EDC 7012 - Educational Statistical Methods (3)
Overview of common statistical techniques used in educational research, univariate, bivariate, z-test, and t-tests (one & two sample). Introduction to Analysis of Variance, exploration of non-parametric tests like: Pearson *r*, Spearman rho, and Chi-Square tests.

EDC 7013 - Behavioral Methods and Interventions in School Psychology (3)
Course explores strategies and specific interventions to assist professionals in school settings. Emphasis is placed on remediation of academic areas, cognitive processes, and behavioral deficits.

EDC 7012 - Professional and Historical Issues in School Psychology (3)
An introduction to the field of school psychology, including its history, the roles and functions of school psychologists, professional issues, and law for school psychologists.

EDC 7113 - School Psychologists in the Helping Professions (3)
Examines the school psychology context, process, instruction and practice in communication styles in school psychology. Discussion on the history development, and practice of school psychology as a profession, and how and when school psychology is provided.

EDC 7122 - Assessment and Intervention: Academics and Alternative in School Psychology (3)
Principles and methods of performing individual psychological evaluations of school-age children and youth. Administering, scoring and interpreting Wechsler Intelligence Scales and other cognitive assessment instructions.

EDC 7132 - Assessment and Intervention: Social and Behavioral in School Psychology (3)
Provides applied learning for the administration, scoring and interpretation of behavioral and personality measures, such as parent teacher child interviews, youth self-report measures, standardized rating scales, and projective techniques. Encompasses written and oral reports to integrate results relevant to psychological services in educational settings; for example, identification of emotional handicaps, intervention planning and crisis intervention.

EDC 7142 - Educational and Psychological Measurement (3)
Psychological testing theory, clinical and practical aspects of individual test administration, educational and clinical diagnosis, interpretation, and non-discriminatory and controversial issues in testing.

EDC 7172 - Special Education Law and Codes (3)
Legal issues and challenges facing the field of special education with emphasis on topics such as assessment, mainstreaming, non-categorical vs. categorical special education, effects of labeling, special education, and evaluation programs for the school psychologist. Additionally, includes the special education referral and delivery system according to the law, individual education plans and legislation affecting special education. Course examines the NASP and APA professional codes.

EDC 7192 - Consultation Strategies for School Psychologists (3)
Concepts and practice of consultation in a variety of settings, including child-centered, teacher-centered and system-centered techniques.

EDC 7202 - Basis of Practice: School Psychology (3)
Examine human issues. Learn about systems in education and in the practice of school psychology. Includes the use of assessment and intervention.

EDC 7203 - Theories of Learning in School Psychology (3)
Provides an in-depth review of major learning theories with an emphasis on how this impacts the practice of school psychology. Course explores learning processes, historical perspectives of learning theory and examines relationships that exist between learning theory and educational and psychological practices.

EDC 7222 - Practicum (I) Assessment & Int.: Academic and Alt. Tests in School Psychology (3)
Students spend 200 hours each in a school setting working with a school psychologist practicing academic and alternative testing procedures and report writing. Prerequisites: EDC 7122 and EDC 8222.

EDC 7232 - Practicum (II) Assessment & Int.: Personality Behavior: Social and Emotional Tests in School Psychology (3)
Students spend 200 hours each in a school setting working with a school psychologist practicing personality, behavior, social, and emotional testing procedures and report writing. Prerequisite: EDC 7222. Registration restriction: Students may not self-register for this course. Approval of lead faculty and/or academic advisor needed before registration.

EDC 7303 - Theories of Trauma and Loss: School Psychology (3)
Examination of the dynamics of loss and trauma and the role of the school psychology in elementary school, middle school, secondary school settings in supporting students who have experienced loss or trauma. Course examines crisis planning and trauma-informed practices in schools and the role of a school psychologist.

Program requirements reflected herein are current at time of printing but are subject to change at the discretion of the university. Consult the catalog for any curriculum changes and additional requirements. Some required courses may be met through transfer credit as determined by the advisor in consultation with the registrar. www.ottawa.edu/coursecatalog

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EDF 7410 - Foundation of Educational Research and Assessment (3)
Evalues the relevance of educational research to curriculum improvement, federal and state policies, systematic processes, and instructional and assessment strategies. Apply various research methods within educational environments at multiple levels.

EDC 8012 - Evidence-Based Practices for School Psychologists (3)
This course provides a review of evidence-based practices and interventions that are used in schools to improve the academic, emotional, and behavioral functioning of children and adolescents. Concepts (including: data-based decision making, problem solving, and multi-tiered systems of supports) are integrated to provide students with the skills needed to identify, analyze, and address problems selecting interventions that promote positive impacts on individuals, groups and systems.

EDC 8102 - Internship in School Psychology I (3)
The internship requirements are equivalent to four semesters of full-time placement in a school setting under the dual guidance of an on-site staff psychologist and a University-based supervisor. Participation in the intake and screnning process, individual evaluations, interdisciplinary staff conferences, parent conferences, and professional meetings is required. Students will evaluation children, write reports and practic short-term consultation under the supervision of the on-site psychologist. Prerequisite: Completion of all coursework in the Ed.S. program with the exception of EDF 8503 Master's Research Project. Registration restriction: Students may not self-register for this course. Approval of lead faculty and/or academic advisor needed before registration.

EDC 8120 - Alternative Internship in School Psychology (0)
The internship requirements are equivalent to four semesters of full-time placement in a school setting under the dual guidance of an on-site staff psychologist and a University-based supervisor. Participation in the intake and screening process, individual evaluations, interdisciplinary staff conferences, parent conferences, and professional meetings is required. Students will evaluate children, write reports and practice short-term consultation under the supervision of the on-site psychologist. This course is used for extension needs for hours in school psychology internship. Registration restriction: Students may not self-register for this course. Approval of lead faculty and/or academic advisor needed before registration.

EDC 8122 - Internship in School Psychology II (3)
Continuation of Internship II in the same school setting as Internship I. Prerequisite: EDC 8102 Internship I. Registration restriction: Students may not self-register for this course. Approval of lead faculty and/or academic advisor needed before registration.

EDC 8222 - Advanced Assessment and Intervention: Academic and Alternative in School Psychology (3)
Course extends skills in academic and alternative testing, including report writing, selection, use, and interpretation of academic instruments, as well as ways to summarize and report test results to other professionals and parents. Topics include current issues and trends in ability testing, practices, theories of intelligence, working with ingusitically varied children, and environmental effects on intelligence.

EDC 8284 - Child and Adolescent Development (3)
Examines theory and principles of development from conception through adolescence. Topics include an in-depth study of physical, social/emotional, cognitive, language, and aesthetic development. Students exmaine various theories, including Piaget, Erikson, Vygotsky, Skinner and others. Explores development in the context of self,family, and society, with an emphaiss on implications for professional practice. Cross-listed with PYF 8284.

EDF 8503 - Master's Research Project (3)
Prepare major culminating scholarly project directly relevant to the program of study. Approved project proposal required.

Note: EDC 8102 Internship in School Psychology I and EDC 8122 Internship in School Psychology II must both be taken twice (6 credits each). They should be taken as the last courses and require a letter of intent.

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