



This program provides students with the necessary credentials to become a state-board certified School Psychologist. Students will gain the skills to advocate for children and their families regarding the learning environment, interpret data to improve the learning experience, use research to inform practices and learn professional practice through instructors who are currently in the field.

## 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.

# Graduate Education Specialist - School Psychology

## Foundation Courses

### EDC 7102 Professional and Historical Issues in School Psychology

An introduction to the field of school psychology, including its history, the roles and functions of school psychologists, professional issues, and ethics and law for school psychologists.

### EDC 7133 Counseling and the Helping Professions

Examines the counseling process, instruction and practice in communication skills in counseling, history, development, and practice of counseling as a profession, and how and where counseling is provided.

### EDF 7410 Foundation of Educational Research and Assessment

Evaluate 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 7202 Social & Cultural Bases of Assessment

This course will examine issues in the assessment of bilingual students, including the appropriate use of standardized measures, non-discriminatory assessments, alternative approaches to the assessment of cognitive functioning, and social adaptive behavior of linguistically diverse students. Students will learn when and how to conduct evaluations in the child's first and/or second language. Student will administer tests, make case presentations and write reports.

### EDF 8503 Masters Research Project

Prepare major culminating scholarly project directly relevant to the program of student. Approved project proposal required.

## Concentration Courses

### EDC 7012 Educational Statistical Methods

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 & Interventions

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 7122 Assessment and Intervention: Academics & Alternative

Principles and methods of performing individual psychological evaluations of school-age children and youth. Administering, scoring, and interpreting Wechsler Intelligence Scales, Stanford Binet, and other assessment instruments.

### EDC 7132 Assessment & Intervention: Social & Behavioral

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.

### EDC 7142 Educational & Psychological Measurement

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

Legal issues and challenges facing the field of Special Education with emphasis on topics such as non-biased assessment, mainstreaming, non-categorical vs. categorical special education, effects of labeling multicultural, special education, and evaluation programs for the school psychologist.

### EDC 7192 Consultation Strategies for School Psychologist

Concepts and practice of consultation in a variety of settings, including child-centered, teacher-centered and system-centered techniques.

### EDC 7203 Theories of Learning in 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 & Alternative Testing

Students spend 200 hours each in a school setting working with a school psychologist practicing academic and alternative testing procedures and report writing. Prerequisite EDC 8222.

### EDC 7232 Practicum (II): Assessment & Int.: Personality, Behavior, Social, & Emotional Testing

Students spend 200 hours in a school setting working with a school psychologist practicing personality, behavior, social, and emotional testing procedures and report writing. Prerequisite EDC 7222.

### EDC 7303 Theories of Trauma, Grief, and Loss

Examination of the dynamics of grief, loss, and trauma and the role of the counselor in elementary, secondary, and community college settings in supporting students who have experienced loss or trauma.

### EDC 8012 Evidence-Based Practices for School Psychologists

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 and selecting interventions that promote positive impacts on individuals, groups, and systems.

### EDC 8102 Internship in School Psychology I

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.

### EDC 8122 Internship in School Psychology II

Continuation of Internship II in the same school setting as Internship I.

### EDC 8222 Advanced Assessment & Intervention: Academic & Alternative

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, ethical practices, theories of intelligence, working with linguistically and culturally different children, and environmental effects on intelligence.

### EDC 8284 Child and Adolescent Development

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 examine various theories, including Piaget, Erikson, Vygotsky, Skinner, and others. Explores development in the context of gender, family culture, and society, with an emphasis on implications for professional practice.