

EDS IN SCHOOL PSYCHOLOGY

The graduate program in school psychology meets the education requirements for licensure in Ohio and many other states. The program is approved by the National Association of School Psychologists and accredited by the Council for the Accreditation of Educator Preparation. Both the master of arts and the education specialist degree requirements must be completed by the student to be licensed as a school psychologist in Ohio and to be a nationally certified school psychologist.

The Ed.S. program is designed for three years of full-time study.

Application deadline for the school psychology program is February 15.

To apply to the program, applicants must meet the minimum academic prerequisite and submit the following materials:

- For students who completed their MA in school psychology at the University of Toledo and are applying to continue in the Ed.S. degree program, they only need to submit the College of Graduate Studies application for the Ed.S. degree in school psychology.

For students who have completed their MA degree at another institution, if approved by the program director, they may apply for admission to the Ed.S. degree program. Students will be required to submit the following:

- Three letters of recommendation, at least one of which must address the applicant's academic potential (i.e., from a university faculty member).
- Statement of purpose, between two to three pages, that details the reasons the applicant would like to pursue a career in school psychology and includes personal experiences. The statement of purpose should be typed and submitted to the College of Graduate Studies as a separate Word document.
- Official undergraduate transcripts and graduate transcripts, if applicable.
- Professional résumé.

To be consistent with national training standards and to ensure sufficient faculty members to advise and mentor students, a limited number of applicants will be admitted into the program each year. As a result, admission is competitive. For more information or to ask questions, contact:

Brandon Wood
Program Director
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419-530-477

Code	Title	Hours
SPSY 7180	Consultation II: School and Home Collaboration	3
SPSY 7190	Consultation III:School and Community	4
SPSY 7350	Psychoeducational Assessment and Interventions IV	4
SPSY 7320	Psychoeducational Assessment And Interventions III	4

SPSY 7330	Practica in School Psychology ^{Students take 4 credits in fall and 4 credits in spring}	8
COUN 7140	Counseling Theories and Application	4
HSBS 8000	Statistics and Research for Health Science and Human Service Professions	3
SPSY 7940	Internship In School Psychology	16
Total Hours		46

The complete program, including the MA and EdS, includes approximately 78 credit hours, a two-semester pre-practica experience during the first year, a two-semester practica experience during the second year, and a 9-month, full-time internship (minimum of 1200 clock hours) in a school setting completed during the third year. Students earn a master of arts (MA) after completing a minimum of 30 hours of coursework and 100 pre-practica experience hours. The education specialist (EdS) degree is earned after completion of the remaining coursework, practica experience and internship.

First Year

First Term		Hours
SPSY 7180	Consultation II: School and Home Collaboration	3
SPSY 7330	Practica in School Psychology	4
SPSY 7320	Psychoeducational Assessment And Interventions III	4
HSBS 8000	Statistics and Research for Health Science and Human Service Professions	3
Hours		14

Second Term

SPSY 7190	Consultation III:School and Community	4
SPSY 7330	Practica in School Psychology	4
SPSY 7350	Psychoeducational Assessment and Interventions IV	4
Hours		12

Third Term

COUN 7140	Counseling Theories and Application	4
Hours		4

Second Year

First Term		Hours
SPSY 7940	Internship In School Psychology	6
Hours		6
Second Term		Hours
SPSY 7940	Internship In School Psychology	5
Hours		5

Third Term

SPSY 7940	Internship In School Psychology	5
Hours		5
Total Hours		46

- PLO 1.1 (2021) Understands and is sensitive to individual differences, abilities, disabilities, and other diverse characteristics as evidenced in oral and written communication and interpersonal relationships (NASP 2.2, 2.8).

- PLO 1.2 (2021) Recognizes and addresses diversity and ecological factors when selecting, administering, and interpreting assessments; and designing, implementing, and evaluating interventions for learning and/or mental and behavioral health concerns (NASP 2.8).
- PLO 1.3 (2021) Understands and respects diversity factors related to family systems, strengths, needs, and cultures; and recognizes equitable practices and advocacy for social justice are foundational to effective service delivery (NASP 2.7, 2.8).
- PLO 1.4 (2021) Actively and attentively listens, communicates, and collaborates effectively with others in activities such as meetings, supervision sessions, parent interviews, and consultations (NASP 2.2).
- PLO 1.5 (2021) Promotes and facilitates family, school, and community partnerships and interactions to enhance learning and social-emotional and behavior outcomes for children (NASP 2.7).
- PLO 2.1 (2021) Selects, administers, and interprets results of academic and cognitive assessments (NASP 2.1).
- PLO 2.2 (2021) Communicates results of academic and cognitive assessments and collaboratively works with others to identify interventions to enhance learning and academic outcomes (NASP 2.2, 2.3).
- PLO 2.3 (2021) Use a systematic problem-solving process to develop, implement, monitor progress, and evaluate academic interventions (NASP 2.1, 2.3).
- PLO 2.4 (2021) Considers ecological factors (e.g., classroom, family, and community characteristics) and respects diversity in learning as a context for academic assessment and intervention (NASP 2.2, 2.3, 2.8).
- PLO 2.5 (2021) Advocates for equality (all children have same access to educational opportunities) and equity (each student receives what they need to benefit from educational opportunities) in evidenced based curricula and instructional strategies for all students (NASP 2.3, 2.8).
- PLO 3.1 (2021) Selects, administers, and interprets results of multiple methods of social-emotional and behavior, and mental health assessment (NASP 2.1, 2.4).
- PLO 3.2 (2021) Communicates results of assessments and collaboratively works with others to identify interventions to enhance social-emotional and behavior, and mental health (NASP 2.2, 2.4).
- PLO 3.3 (2021) Implements a problem-solving process and exercises data-based decision making to identify, develop, implement, monitor, and evaluate intensive social-emotional and behavior, and mental health interventions (NASP 2.1, 2.4).
- PLO 3.4 (2021) Considers ecological, biological, cultural, developmental, and social influences on mental and behavioral health and implications for classroom management and instruction (NASP 2.2, 2.4, 2.8).
- PLO 3.5 (2021) PLO 3.5 (2021) Applies concepts from applied behavior analysis, and conducts functional assessments and analysis to develop behavior intervention plans (NASP 2.4).
- PLO 4.1 (2021) Understands research on system and organization change including team processes and group dynamics; collaborates with others to develop effective services and programs for school improvement (NASP 2.5, 2.9).
- PLO 4.2 (2021) Assesses existing school policies and practices in areas such as MTSS, staff training, and family, school, and community collaboration, and uses principles of implementation science to plan, evaluate, and sustain universal interventions that create and maintain effective, supportive, and positive learning environments (NASP 2.5, 2.9).
- PLO 4.3 (2021) Uses and applies crisis research in effective prevention, protection, mitigation, response, and recovery to promote services that enhance psychological well-being and physical safety (NASP 2.6, 2.9).
- PLO 4.4 (2021) Consumes and applies research related to social-emotional well-being, resilience and risk factors in learning and uses implementation science to plan, evaluate and sustain evidence-based strategies to promote multitiered prevention and safe, supportive schools (NASP 2.5, 2.6, 2.9).
- PLO 4.5 (2021) Consumes and applies research related to positive behavior intervention support to promote equity in learning and universal positive behavior, and mental health for all students (NASP 2.5, 2.8, 2.9).
- PLO 5.1 (2021) Provides services consistent with ethical and legal policies and procedures and uses satisfactory professional judgment and decision making (NASP 2.10).
- PLO 5.2 (2021) Uses technology in assessment, intervention, and presentation of information (NASP 2.9, 2.10).
- PLO 5.3 (2021) Functions as scientist-practitioner by designing, conducting, and interpreting single case and small group research and analyzing outcomes to inform practices and services (NASP 2.9).
- PLO 5.4 (2021) Engages in activities that foster professional identity through membership involvement in and attendance at regional, state and national conferences (NASP 2.10).
- PLO 5.5 (2021) Uses professional skills needed for effective practice including social justice advocacy, communication and interpersonal skills with peers, trainers, and supervisors, and demonstrates satisfactory initiative, dependability, time management and organizational skills (NASP 2.8, 2.10).