

MA IN SCHOOL PSYCHOLOGY

The program is approved by the National Association of School Psychologists and accredited by the Council for the Accreditation of Educator Preparation. Both the masters 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 M.A. program is designed for one year of full-time study.

Application deadlines for the school psychology M.A. program are December 1 and February 1.

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

- Minimum academic prerequisite: Undergraduate GPA of 2.7 (for admission to the College of Graduate Studies) and for the school psychology program, a preferred undergraduate GPA of 3.0.
- College of Graduate Studies application for the master's degree in school psychology.
- 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. Applicants are required to interview with an admissions committee. Prior to participating in the campus interview, applicants must interview a school psychologist. The list of questions to ask during the school psychologist interview as well as other information about the program can be found on the program website. For more information or to ask questions, contact:

Brandon Wood
 Program Director
 Brandon.Wood2@utoledo.edu
 419-530-4772

Code	Title	Hours
SPSY 5030	Role And Function Of The School Psychologist	3
SPSY 5060	Prepractica in School Psychology <small>Course is taken in fall (2 credits) and spring (2 credits).</small>	2
SPSY 5170	Consultation I: Theories And Techniques	3
SPSY 5300	Psychoeducational Assessment And Interventions I	4

SPSY 5310	Psychoeducational Assessment And Interventions II	4
SPSY 6300	Behavior Analysis for School Psychologists	3
SPSY 5040	Legal And Ethical Issues For School Psychologists And Counselors	4
SPSY 6260	Developmental Child Psychopathology	4
SPSY 5320	Psychoeducational Assessment And Interventions III	4

Combined bachelor's to master's - Psychology, BA to School Psychology, MA Pipeline Program

Undergraduate students accepted to the Combined bachelor's to master's - Psychology, BA to School Psychology, MA Pipeline Program option will be admitted to the HH-CSPS-MA: School Psychology, MA program and be allowed to complete up to three graduate level classes (nine credit hours) during their final academic year of undergraduate studies. The graduate credits cannot come from any psychology major requirements or electives but rather from the related field electives (i.e., non-psychology credits). Students admitted into the pipeline program must apply for admission to the College of Graduate Studies for the semester that they intend to matriculate. They will then continue in the graduate program upon completion of the undergraduate degree requirements. The graduate coursework (up to nine hours) may be applied to completion of both undergraduate and graduate degree requirements. It will be the joint responsibility of the faculty and administrators in the undergraduate and graduate programs to supervise students admitted to the combined program option, to ensure that the limit of nine hours taken as an undergraduate is strictly enforced, and to request that the College of Graduate Studies change their matriculation from Undergraduate to Graduate when they meet all undergraduate degree requirements.

The following provisions apply for classes taken for graduate credit: 1) graduate classes taken at The University of Toledo only after the student is accepted in the program, 2) SPSY 5030, SPSY 6300, SPSY 5040, SPSY 6260, COUN 5160, HSHS 6000, and COUN 5140 may be included in the approved nine semester hours of graduate credit taken as an undergraduate. Students interested in the combined program must submit a graduate admission application to the College of Graduate Studies.

The complete program, including the MA and EdS, includes approximately 76 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 (M.A.) after completing a minimum of 30 hours of coursework and 100 pre-practica experience hours. The education specialist (Ed.S.) degree is earned after completion of the remaining coursework, practica experience and internship.

First Year		Hours
First Term		
SPSY 5030	Role And Function Of The School Psychologist	3
SPSY 5060	Prepractica in School Psychology	2



SPSY 5300	Psychoeducational Assessment And Interventions I	4
SPSY 6300	Behavior Analysis for School Psychologists	3
Hours		12
Second Term		
SPSY 5310	Psychoeducational Assessment And Interventions II	4
SPSY 5060	Prepractica in School Psychology	2
SPSY 5040	Legal And Ethical Issues For School Psychologists And Counselors	4
SPSY 5170	Consultation I: Theories And Techniques	3
Hours		13
Third Term		
SPSY 5320	Psychoeducational Assessment And Interventions III	4
SPSY 6260	Developmental Child Psychopathology	4
Hours		8
Total Hours		33

- 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 3.2 (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 4.5 (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 5.5 (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).
- 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 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).