

# PSYCHOLOGY, EDUCATIONAL SPECIALIST IN SCHOOL PSYCHOLOGY (EDS)

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Prerequisites: A bachelor's degree in psychology or its equivalent is required. Successful completion of undergraduate coursework in child or life-span development, learning, research, measurement and statistics is required. Faculty will evaluate each applicant on an individual basis to determine prerequisites needs.

Note: successful completion of the National School Psychology Certification Examination and an oral examination that reviews the portfolio project and contents is required.

## Admission Requirements/Preparation

Early consideration deadline for completed applications is January 15. All application materials must be received by March 1 for consideration of admission for a fall start. Students ordinarily begin their graduate studies fall quarter. Admission to begin the program in winter or spring is discouraged.

1. Must have a GPA  $\geq 3.0$  in the last 90 quarter or 60 semester-graded credits. The Graduate Admission Committee may recommend a limited number of other students with a lower GPA to the Dean of Graduate Studies for admission based upon standard test scores, intervening experiences and other relevant factors.
2. Must meet the requirements of the Graduate School.
3. Must submit application to the Department of Psychology for the School Psychology Program, vitae/résumé, and a letter of introduction and intent (not to exceed 3 pages) for admission to the School Psychology EdS.
4. Must send three letters of recommendation to the Department of Psychology.
5. Must have a bachelor's degree in psychology or its equivalent. Ordinarily, the applicant's transcript must show evidence of courses in the following areas: scientific principles of psychology, inferential statistics, learning and personality theory, abnormal psychology, life span development, physiological psychology, history and systems in psychology and general/experimental psychology. Accepted applicants whose transcripts are lacking some areas of proficiency may be asked to complete appropriate courses prior to full acceptance to the program.
6. Must submit scores for the Graduate Record General Examination (GRE) Test. The GRE must have been taken no more than five years before the date of application.
7. It is expected that a student complete all of the requirements for admission to the Graduate School and the Department of Psychology before registering for core classes.

**School Psychology:** early consideration January 15, deadline March 1, (2) Graduate Studies Office applications, (1) department application, (2) official transcripts, (3) letters of recommendation, (1) cover letter/ personal statement, (1) résumé/vita, GRE scores (within five years of application)

Applicants may be invited for a personal interview once applications have been reviewed.

Students accepted will be notified of a general information meeting held preceding the beginning of their first quarter, to provide orientation to institutional and departmental procedures and to provide information about registration.

This program is fully approved by the National Association of School Psychologists (NASP). We adhere to a scientist-practitioner model that prepares students for practice as a school psychologist. Candidates graduating from our program are prepared to receive a Residency Certificate in School Psychology from Washington's Office of Superintendent of Public Instruction (OSPI) and to become nationally certified school psychologists (NCSP). Coursework, practica and internship are aligned with state and national certification and training standards. Specific areas of training include student and program evaluation (i.e., measurement principles); development of academic and social-behavioral intervention plans (i.e., instructional and behavioral analysis, consultation and counseling); and research (i.e., methods and statistics). The program adopts a preventive focus by training candidates to assess and intervene at the school-wide and at-risk group level. Knowledge and skills are developed through integrated coursework, field experiences and internship. The program duration is three years.

## Required Courses

PSYC 505	APPLIED LEARNING THEORY AND BEHAVIOR MODIFICATION	4
PSYC 507	HUMAN DEVELOPMENT: RESEARCH, THEORIES AND APPLICATIONS	4
PSYC 510	PROFESSIONAL SCHOOL PSYCHOLOGY I	4
PSYC 511	PROFESSIONAL SCHOOL PSYCHOLOGY II	4
PSYC 512	PROFESSIONAL SCHOOL PSYCHOLOGY III	4
PSYC 523	MULTI-TIERED SYSTEMS OF SUPPORT	4
PSYC 526	ACADEMIC ASSESSMENT FOR SCHOOL PSYCHOLOGY	4
PSYC 531	PSYCHOEDUCATIONAL GROUPS	4
PSYC 532	RESEARCH AND STATISTICS GROUP DESIGN	4
PSYC 533	INTERVENTION AND PROGRAM EVALUATION	4
PSYC 543	COUNSELING THEORIES AND SCHOOL BASED MENTAL HEALTH INTERVENTIONS	4
PSYC 553	SOCIAL, EMOTIONAL AND BEHAVIORAL ASSESSMENT OF CHILDREN AND ADOLESCENTS	4
PSYC 554	COGNITIVE ASSESSMENT	4
PSYC 558	SCHOOL PSYCHOLOGY PRACTICUM (1-8 must be repeated)	12
PSYC 559	COGNITIVE ASSESSMENT LAB	3
PSYC 560	SCHOOL PSYCHOLOGY CONSULTATION	4
PSYC 566	DEVELOPMENTAL PSYCHOPATHOLOGY AND CLINICAL NEUROSCIENCE I	4
PSYC 567	DEVELOPMENTAL PSYCHOPATHOLOGY AND CLINICAL NEUROSCIENCE II	4
PSYC 579	ADVANCED DIAGNOSTIC ASSESSMENT	4
PSYC 602	SCHOOL PSYC PORTFOLIO (1-6)	6
PSYC 695	INTERNSHIP IN SCHOOL PSYCHOLOGY (1-6 must be repeated)	15

Total Credits 104

**Student Learning Outcomes—students will**

- know the history and foundations of school psychology; multiple service models and methods; ethical, legal and professional standards; and other factors related to professional identity and effective practice as school psychologists;
- know the varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs and measuring progress and outcomes;
- know the varied models and strategies of consultation, collaboration and communication applicable to individuals, families, groups and systems and methods to promote effective implementation of services;
- understand school and systems structure, organization and theory related to evidence-based practice;
- use data based-decision making to design, implement and evaluate academic, social, emotional and behavioral programs for students at all levels of need.