

# PSYCHOLOGY, EDUCATIONAL SPECIALIST IN SCHOOL PSYCHOLOGY RESPECIALIZATION (EDS) (ONLINE)

Jamie Chafin (jchaffin@ewu.edu) , Program Director  
509.359.4736

This online-hybrid distance-learning program is designed for working professionals with a master's or other graduate degrees or a bachelor's degree and professional experience. It is offered through online coursework with synchronous and in-person training requirements. Appropriate candidates for the program are educators or those working in an education, counseling or psychology-related field with several years of experience.

## 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 summer start. The application file must be complete by March 1<sup>st</sup> for you to be considered for an interview. All interviews will be conducted via video conferencing. The equipment needed for the interview consists of a web-camera (can be internal to your laptop or external), a headset with a microphone and a wired Internet connection (wireless tends to be slower and could impact either the video or audio component of the transmission).

To be considered for the program, students:

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 Programs 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 program-specific application to the Department of Psychology for the Ed.S in School Psychology Online Program, vitae/ résumé, and a letter of introduction and intent (not to exceed three pages) for admission to the program;
4. must send three letters of recommendation to the Department of Psychology on program specific reference form;
5. must have completed either: (a) a master's or other graduate degree in psychology, education or a closely related field or its equivalent or (b) a bachelor's degree and at least three years of full-time experience teaching in school or (c) a bachelor's degree and at least five years of relevant professional experience in a closely related field;
6. students with bachelor's degrees must submit scores for the Graduate Record General Examination (GRE) Test—students with master's or other graduate degrees do not need to submit GRE scores.
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 classes.

We adhere to a scientist-practitioner model that prepares students for practice as a school psychologist. Candidates completing our program are prepared to receive a Residency Educational Staff Associate (ESA) Certificate in School Psychology from Washington's Office of Superintendent of Public Instruction (OSPI). Students are encouraged to seek national certification through preparation of individual portfolios. Coursework, practica, internship, and portfolio expectations are aligned with state and national training standards. Specific areas of training include student and program evaluation (measurement principles); development of academic and social-behavioral intervention plans (e.g., instructional and behavioral analysis, consultation and home-school collaboration); and research (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 two full calendar years, beginning in summer.

**Technology requirements for participation:** High bandwidth required; access should be through a direct Internet connection (not wireless); computer and browser requirements should follow program recommendations, webcam; headset with microphone and access to a scanner or printer that scans. Full participation throughout the web-conferencing activities and inter-residence training is required to participate.

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

## Required Courses

PSYC 505	APPLIED LEARNING THEORY AND BEHAVIOR MODIFICATION	4
PSYC 510	PROFESSIONAL SCHOOL PSYCHOLOGY I	4
PSYC 511	PROFESSIONAL SCHOOL PSYCHOLOGY II	4
PSYC 512	PROFESSIONAL SCHOOL PSYCHOLOGY III	4
PSYC 513	ADVANCED CHILD AND ADOLESCENT DEVELOPMENT	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 534	HUMAN NEUROPSYCHOLOGY	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 (1-6 must be repeated)	12
PSYC 559	COGNITIVE ASSESSMENT LAB	3
PSYC 560	SCHOOL PSYCHOLOGY CONSULTATION	4
PSYC 565	DEVELOPMENTAL PSYCHOPATHOLOGY	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.