

# PSYCHOLOGY, EDUCATIONAL SPECIALIST IN SCHOOL PSYCHOLOGY (HYBRID OR ONLINE) (EDS)

## Admission Requirements/Preparation

The application deadline is February 1st. All application materials must be received by February 1st for consideration of an interview for admission to the program. All interviews will be conducted via video conferencing. Applicants must use a web-camera and a headset with a microphone to complete the interview. Candidates are required to apply for the Pre-Residency Clearance in Washington State through the Eastern Washington University (EWU) Certification Office during the first summer of the program, which includes fingerprinting and background checks. Washington State residents with current educational certificates in other areas must be verified by the EWU Certification Office. To be considered for the program, students must:

1. have a bachelor's degree, in psychology, education, early childhood education, or related fields, with the applicant's transcript showing evidence of courses in research methods, inferential statistics, learning, abnormal psychology, and developmental psychology (evidence of tests and measurement and biopsychology are highly recommended);
2. have a GPA  $\geq 3.0$  in the last 90 quarter or 60 semester-graded credits;
3. meet the requirements of the Graduate School;
4. submit the program-specific application to GradCAS;
5. provide three references for recommendation within GradCas;
6. for the **hybrid** program, have a minimum of 150 hours of professionally relevant experience working with children, youth, and/or individuals with disabilities;
7. for the **online** program, have at least three years of full-time experience teaching in schools or at least five years of relevant professional experience in a closely related field; if recommended for admission, students must 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). Graduates are eligible to become Nationally Certified School Psychologists. Coursework, practicum, internship, and portfolio expectations are aligned with state and national training standards. Specific areas of training include data-based decision making; consultation and collaboration; development of and support for academic and behavioral interventions; and, development and delivery of mental health services. The program emphasizes multi-tiered, evidence-based and equitable practices, with respect for diversity in development and learning and advocacy. Knowledge and skills are developed through integrated coursework, field experiences, and

internship. Students complete a three-year sequential program of study, beginning in summer.

## Technology Requirements for Participation

High bandwidth required; computer and browser requirements should follow program recommendations, webcam; a headset with microphone and access to a personal scanner or printer that scans to PDF. Full participation throughout the web-conferencing activities and on-campus training is required to participate.

Susan Ruby (sruby@ewu.edu), Program Director  
509.359.6050

This hybrid program is designed for individuals who are pursuing careers in school psychology. The program includes online coursework with weekly synchronous requirements on weeknights and quarterly on-campus training requirements. Appropriate candidates for the program have undergraduate degrees in psychology, education, or related fields. Those with master's degrees who wish to have more face to face time than our fully online program offers may also apply. Candidates are encouraged to work in schools or related settings while completing coursework and field experiences throughout the program.

Note: successful completion of the National School Psychology Certification Examination (Praxis II) 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 PRACTICE	4
PSYC 511	PROFESSIONAL SCHOOL PSYCHOLOGY LAW	4
PSYC 512	PROFESSIONAL SCHOOL PSYCHOLOGY ETHICS	4
PSYC 513	FAMILY, SCHOOL, AND COMMUNITY COLLABORATION: DEVELOPMENT AND TRANSITION	4
PSYC 523	EVIDENCE BASED PRACTICES	4
PSYC 526	ACADEMIC ASSESSMENT FOR SCHOOL PSYCHOLOGY	4
PSYC 532	RESEARCH & PROGRAM EVALUATION	4
PSYC 533	SINGLE CASE DESIGN: EVALUATING EDUCATIONAL INTERVENTIONS	4
PSYC 534	HUMAN NEUROPSYCHOLOGY	4
PSYC 539	SEMINAR IN SPECIAL TOPICS (variable credit)	3
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 (variable credit—must be repeated)	12
PSYC 559	COGNITIVE ASSESSMENT LAB	3
PSYC 560	SCHOOL PSYCHOLOGY CONSULTATION	4
PSYC 563	PSYCHOEDUCATIONAL GROUP THEORY	2
PSYC 565	DEVELOPMENTAL PSYCHOPATHOLOGY	4
PSYC 568	PSYCHOEDUCATIONAL GROUP PROCESS	2
PSYC 579	ADVANCED DIAGNOSTIC ASSESSMENT	4

PSYC 602	SCHOOL PSYCHOLOGY PORTFOLIO (variable credit)	6
PSYC 695	INTERNSHIP IN SCHOOL PSYCHOLOGY (variable credit—must be repeated)	15
Total Credits		107

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

This distance-learning program is designed for working professionals with at least three years of full-time experience teaching in schools or at least five years of relevant professional experience in a closely related field. The program includes online coursework with weekly synchronous and annual in-person training requirements. Appropriate candidates for the program are educators or those working in an education, counseling, or psychology-related fields with several years of experience.

Note: Successful completion of the National School Psychology Certification Examination (Praxis II) 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 PRACTICE	4
PSYC 511	PROFESSIONAL SCHOOL PSYCHOLOGY LAW	4
PSYC 512	PROFESSIONAL SCHOOL PSYCHOLOGY ETHICS	4
PSYC 513	FAMILY, SCHOOL, AND COMMUNITY COLLABORATION: DEVELOPMENT AND TRANSITION	4
PSYC 523	EVIDENCE BASED PRACTICES	4
PSYC 526	ACADEMIC ASSESSMENT FOR SCHOOL PSYCHOLOGY	4
PSYC 532	RESEARCH & PROGRAM EVALUATION	4
PSYC 533	SINGLE CASE DESIGN: EVALUATING EDUCATIONAL INTERVENTIONS	4
PSYC 534	HUMAN NEUROPSYCHOLOGY	4
PSYC 539	SEMINAR IN SPECIAL TOPICS (variable credit)	3
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 (variable credit—must be repeated)	12
PSYC 559	COGNITIVE ASSESSMENT LAB	3
PSYC 560	SCHOOL PSYCHOLOGY CONSULTATION	4
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Total Credits		107

#### Students who successfully earn an Educational Specialist (EdS) in School Psychology from EWU should be able to do the following:

- articulate and apply ethical, legal, and professional standards and demonstrate professional work characteristics needed for effective practice as school psychologists;
- articulate and apply varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems;
- articulate best practices for culturally responsive assessment, consultation, and intervention and provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds, and across multiple contexts;
- articulate key elements in school and systems structure, including multi-tiered systems of support;
- describe and accurately apply varied methods of assessment and data-collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes;
- design and evaluate evidence-based curriculum and instructional strategies that support cognitive and academic skills;
- design and evaluate services and programs that support socialization, positive behavior, and mental health;
- design, and evaluate services that facilitate family school partnerships and interactions with community agencies for enhancement of academic and social-behavioral outcomes for children;
- in collaboration with others, design comprehensive plans for multi-tiered prevention and empirically supported strategies for effective crisis preparation, response, and recovery;
- interpret, evaluate, and design single case and group design research, and apply these skills to collaboratively conduct program evaluation in applied settings.