

EDUCATION SPECIALIST (ED.S.) IN SCHOOL PSYCHOLOGY

School Psychology Graduate Program Coordinator: Dr. D.Tighe Cooke
Phone: 508-929-8673
Email: dcooke@worchester.edu

The WSU School Psychology Program is a specialist level program approved by the National Association of School Psychologists (NASP). Students receive an Education Specialist (Ed.S.) certificate in School Psychology at the culmination of three years of full time study. Upon completion, students may receive Institutional Endorsement to obtain the credential of School Psychologist in the Commonwealth of Massachusetts. The Ed.S. is awarded upon successful completion of 72 credits combined planned program of study including supervised full-time practicum (650+ hours) and supervised full-time internship (total 1250+ hours), completion of an acceptable professional portfolio, and successful performance on a comprehensive examination. Candidates must satisfy all other graduate and degree requirements. Institutional endorsement for professional credential as a school psychologist requires a passing score on the Massachusetts Teacher Educator Licensing Examination (MTEL), passing the Praxis II exam, and successful completion of all Ed.S. components. The application for the National Certified School Psychologist (NCSP) credential is solely the responsibility of the candidate. Worcester State University School Psychology Program reserves the right to respond to requests to complete this NCSP application.

The Ed.S. in School Psychology Program admits students for the fall semester only. The Priority Application deadline for submitting an application is January 15. The School Psychology Program welcomes application from students who are committed to the delivery of psychological services in a diverse society. Diversity among students in the program is expected. However, it is anticipated that all applicants will possess a Bachelor's degree with appropriate course work or complete such coursework during the beginning phases of training.

Following formal application and meeting criteria for admittance to the Graduate School at Worcester State University, the School Psychology Program uses multiple criteria for admission:

- An overall undergraduate grade average of a B
- An undergraduate major or concentration in Psychology¹
- A passing score on the MTEL Communication and Literacy Skills Test at the time of application is strongly recommended.

¹ Students may be admitted to the program from a variety of academic backgrounds. However, it is expected that an appropriate number of courses in psychology may be required in the initial phases of training. The faculty reserves the right to determine those courses to be taken. This preparatory coursework will not directly apply to the Course requirements for the Ed.S. in School Psychology.

A cadre of professionals, faculty, adjunct faculty, and clinical supervisors work with students as partners and mentors as students undertake this arduous yet satisfying journey.

For information regarding the application process and requirements, please go to www.worcester.edu/graduate.

For information regarding the MTEL test, please go to www.mtel.nesinc.com.

For information regarding the PRAXIS tests, please go to www.ets.org.

Items Needed to Apply:

- Online application found at www.worcester.edu/apply
- Essay explaining reason for pursuing this degree program
- Application fee
- Two letters of recommendation from professional or academic sources
- Official transcripts from ALL colleges and universities attended demonstrating a bachelor's degree from a regionally accredited institution
- Official transcript evaluation for any transcript from outside the United States
- An English language proficiency test if the student's academic background is not in English
- An overall undergraduate grade average of a B
- An undergraduate major or concentration in Psychology*
- A passing score on the MTEL Communication and Literacy Skills Test at the time of application is strongly recommended

*Students may be admitted to the program from a variety of academic backgrounds. However, it is expected that an appropriate number of courses in psychology may be required in the initial phases of training. The faculty reserves the right to determine those courses to be taken. This preparatory coursework will not directly apply to the Course requirements for the Ed.S. in School Psychology.

The Education Specialist is awarded upon successful completion of a 72 credit combined planned program of study including a supervised practicum (650+ hours) and a supervised full time internship (1250+ hours), completion of acceptable professional portfolio, and successful performance on the MTEL, Part I, the Comprehensive Examination and the Praxis II. Candidates must satisfy all other graduate and degree requirements.

Year One

Semester One		Credits
EP-901	Intro to School Psychology: Ethical Standards, Legal Issues & Professional Topics	3
EP-920	Research, Design and Evaluation	3
EP-902	Intro to Counseling Theory, Practice & Psychotherapy	3
EP-903	Principles of Cognitive and Psycho-Educational Assessment And Intervention I (includes lab)	3
Credits		12

Semester Two

EP-904	Principles of Cognitive and Psycho-Educational Assessment and Intervention II (includes lab)	3
EP-905	Behavioral Assessment and Interventions	3
EP-921	Human Development: Lifespan	3

EP-927	Exceptionalities : Developmental Processes, Identification and Intervention	3
Credits		12
Summer		
EP-907	Child & Adolescent Psychopathology	3
EP-930	Group Processes: Theories and Practice	3
Credits		6
Year Two		
Semester Three		
EP-906	Personality Assessment: Social, Emotional and Affective Functioning	3
EP-922	Child and Adolescent Therapy	3
EP-923	Learning: Principles, Theories and Applications	3
EP-990	Professional Seminar & Practicum in School Psychology I	3
Credits		12
Semester Four		
EP-925	Advanced Counseling Theory, Practice and Psychotherapy	3
EP-929	Fundamentals of Consulting: Theory and Practice	3
EP-926	Systems Theory & Practice	3
EP-991	Professional Seminar and Practicum in School Psychology II	3
Credits		12
Summer		
EP-908	Community Psychology	3
ED-909	RETELL: Best Practices for English Language Learners	3
Credits		6
Year Three		
Semester Five		
EP-924	Principles of Neuropsychology	3
EP-992	Professional Seminar and Internship In School Psychology I	3
Credits		6
Semester Six		
EP-993	Professional Seminar and Internship in School Psychology II	3
EP-928	Applied Neuropsychology in the Schools	3
Credits		6
Total Credits		72

This is a full-time program totaling 72 credits after 3 years (6 consecutive semesters, 2 complete summers, Spring graduation)

The following are the Program Outcomes as identified through the accreditation process by the National Association of School Psychologists. Standards that are specific to structure and context were not provided as they are not "Learning Outcomes".

All Ed.S. School Psychology Program Learning Outcomes are evaluated through professional standards (NASP). The Program identified six (6) overall programmatic assessments.

Aggregated and Disaggregated data are part of the overall accreditation process and serve as evidence that student learning outcomes are met.

Below each standard in italics are the courses with primary responsibility to meet the standard.

STANDARD II:

PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY:

Data-Based Decision Making

and Accountability: Students have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.

Courses: EP 906, 929, 990

STANDARD III

PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY:

Consultation and

Collaboration: School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.

EP 929, 991, 928

STANDARD IV

DIRECT AND INDIRECT SERVICES: STUDENT LEVEL SERVICES

School psychologists have knowledge of direct interventions that focus on academic and social/emotional interventions for children and families. School psychologists engage multi-disciplinary teams (including children, teachers, parents, other school professionals) to develop and implement academic and mental health interventions.

Element 4.1 Interventions and Instructional Support to Develop Academic

Skills: School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

EP 904, 923, 927

Element 4.2 Interventions and Mental Health Services to Develop Social

and Life Skills: School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

EP 902, 922, 907

STANDARD V

DIRECT AND INDIRECT SERVICES: SYSTEMS LEVEL SERVICES – SCHOOLS

School psychologists have knowledge of direct and indirect services that focus on knowledge of schools and system structures, and preventive and responsive services. School psychologists implement school-wide practices to promote learning and knowledge of principles and research related to resilience and risk factors.

Element 5.1 School-Wide Practices to Promote Learning: School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence based school practices that promote academic outcomes, learning, social development, and mental health. School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.
EP 923, 927, 929

Element 5.2

Preventive and Responsive Services: School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response. School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.
EP 925, 991

STANDARD VI

DIRECT AND INDIRECT SERVICES: SYSTEMS LEVEL SERVICES: Family–School Collaboration

Services: School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools. School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/ interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.
EP 908, 922, 926

STANDARD VII

FOUNDATIONS OF SCHOOL PSYCHOLOGISTS' SERVICE DELIVERY: Diversity in Development and

Learning: School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.
EP 925, 926

STANDARD VIII

FOUNDATIONS OF SCHOOL PSYCHOLOGISTS' SERVICE DELIVERY: RESEARCH, PROGRAM EVALUATION, LEGAL, ETHICAL AND PROFESSIONAL PRACTICE

School psychologists have core foundational knowledge and experiences and implement practices and strategies in research, program evaluation, and legal, ethical and professional practice.

Element 8.1 Research and Program Evaluation: School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings. School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.
EP 920, 908, 992

Element 8.2 Legal, Ethical, and Professional Practice: School psychologists have knowledge of 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. School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.
EP 901, 904, 993

STANDARD IX

PRACTICA AND INTERNSHIP IN SCHOOL PSYCHOLOGY

During systematic, comprehensive consistent with its goals and objectives, the school psychology program ensures that all candidates demonstrate application of knowledge and professional skills in relevant settings and under conditions of appropriate supervision, evaluation, and support. The school psychology program's practica and internship develop and enhance candidates' skills and professional characteristics needed for effective school psychology service delivery; integration of competencies across the Standards of professional preparation and practice outlined in Standards and elements II-VIII; and direct, measurable, positive impact on children, families, schools, and other consumers

Element 9.1 – Practica: The school psychology program requires supervised practica experiences that are completed for academic credit or otherwise documented by the institution. Practica are distinct from, precede, and prepare candidates for the school psychology internship and include specific, required activities and systematic development and evaluation of skills that are consistent with goals of the program, emphasize human diversity, and are completed in settings relevant to program objectives for development of candidate skills. Practica require direct oversight by the program to ensure appropriateness of the placement, activities, supervision, and collaboration with the placement sites and practicum supervisors, as well as close supervision of candidates by program faculty and qualified practicum supervisors, including appropriate performance-based evaluation, to ensure that candidates are developing professional work characteristics and designated competencies.
EP 990, 991, Program Handbook and Guidelines

Element 9.2 – Internship: The school psychology program requires a comprehensive, supervised, and carefully evaluated internship in school psychology that represents a culminating experience in the

program's course of study and is completed for academic credit or otherwise documented by the institution. The internship has a primary emphasis on providing breadth and quality of experiences, attainment of comprehensive school psychology competencies, and integration and application of the full range of school psychology. The internship requires completion of activities and attainment of school psychology competencies that are consistent with the goals and objectives of the program and emphasize human diversity, and provision of professional school psychology services that result in direct, measurable, and positive impact on children, families, schools, and/or other consumers. The internship includes inclusion of both formative and summative performance-based evaluations of interns that are completed by both program faculty and field-based supervisors, are systematic and comprehensive, and ensure that interns demonstrate professional work characteristics and attain competencies needed for effective practice as school psychologists.

EP 992, 993

Element 9.3 – Internship Hours: The school psychology program requires that the internship be completed for a sufficient time period and in appropriate settings to achieve program objectives. The internship requires a minimum of 1200 clock hours for specialist-level interns and 1500 clock hours for doctoral-level interns, including a minimum of 600 hours of the internship completed in a school setting. The internship requires a minimum of one academic year for internship, completed on a full-time basis over one year or at least a half-time basis over two consecutive years; and completion in settings relevant to program objectives for candidate competencies. The internship requires direct oversight by the program to ensure appropriateness of the placement, activities, supervision, and collaboration with the placement sites and intern supervisors.

Element 9.6 – Integration of Skills: The school psychology program employs a systematic, valid process in which program faculty ensure that interns, during their culminating internship experience, demonstrate competencies to begin effective practice as school psychologists. The program includes the integration of elements of knowledge and application of professional skills in school psychology for delivering a comprehensive range of services; and effective school psychology service delivery evidenced by direct, measurable, positive impact on children, families, schools, and other