

School Psychology Graduate Program

PROGRAM HANDBOOK
FOR CANDIDATES

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YOUNGSTOWN STATE UNIVERSITY



BEEGHLY COLLEGE OF LIBERAL ARTS,
SOCIAL SCIENCES, & EDUCATION



DEPARTMENT OF PSYCHOLOGICAL
SCIENCES AND COUNSELING

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YSU School Psychology Program Philosophy and Goals

Philosophy

The practice of school psychology emphasizes a comprehensive problem-solving methodology. Effective school psychologists utilize best practices in the authentic evaluation of academic, mental health, and behavioral concerns of all school-age students to provide accurate assessment data, to identify appropriate interventions, and to engage in meaningful consultation with all stakeholders. Thus, the role of the school psychologist includes the provision of both direct and indirect academic supports and mental health services to students via collaborative-problem solving methods. Reliable and valid assessment practices, effective consultation skills, and research (evidence) based decision making are all essential elements of training and practice.

Youngstown State University School Psychology candidates are trained utilizing a clinical scientist-practitioner perspective which includes systemic and ecological problem-solving approaches and research guided practice. Demonstration of content knowledge, effective personal dispositions, and presentation of skills through field experiences are critical elements stressed throughout the training program.

These approaches are designed to meet the diverse educational, cultural, psychological, behavioral, social, and emotional needs of all school-age students. In addition to offering a comprehensive school psychology curriculum which covers all NASP 2020 standards, a unique focus of the YSU school psychology program includes evaluation, consultation, and intervention strategies in meeting the needs of students diagnosed with autism spectrum disorder (ASD).

Goals

The primary goal of the YSU school psychology program is to foster an ability to work in a collaborative fashion with parents, administrators, teachers, and other community members in order to meet the needs of all students. The YSU school psychology program emphasizes a combination of both theoretical knowledge and a broad base of applied skills. The goals of the program are to assist candidates in acquiring knowledge about human behavior, and to use that knowledge to promote mental health and learning in the school setting. These goals include: (a) consultative/collaborative problem solving/Response to Intervention methods; (b) data-based decision making and accountability; (c) intervention and mental health services; (d) training in high and low incidence disabilities; (e) intervention and instructional support to enhance academic, behavioral, and social skills of students; (f) advocacy services; (g) preventive and responsive services; (h) family-based collaboration services; (i) knowledge of individual differences; (j) research and program evaluation skills; (k) knowledge and history of school psychology; and (l) ethical practices in school psychology.

Candidates participate in seminars and practicum experiences specifically designed to reflect the purpose, goals, and philosophy of the YSU program. A strong field-based component supports the academic aspects of the program during years one and two. The third year requires a nine-month (1,200 hour) internship in a public school setting under the supervision of field and university supervisors.

Successful completion of the YSU school psychology program results in knowledgeable school psychologists who are adept in interpersonal communication, research-based practice, and skills that will assist in the acquisition of a quality education for all students (birth-21 years of age).

Application Procedure

A set of specific criteria must be met before the applicant can be officially accepted as a candidate for the Youngstown State University graduate program in school psychology. Meeting the basic criteria for acceptance as a graduate candidate by the YSU College of Graduate Studies and the Beeghly College of Education at the Master's and Educational Specialist level is required for full-time candidacy. Undergraduate/graduate coursework, grade point average, relevant work experience, letters of recommendations, and personal maturity are considerations for entrance into the program. To begin the application process, prospective candidates should contact Dr. Carrie Jackson, Graduate Program Director, or Dr. Dana Elmquist, Assistant Professor.

The Youngstown State University school psychology program is a cohort-based program and accepts students on a full-time time basis. The first year of the program commences during the Summer II semester.

The admission requirements for applying to the YSU School Psychology program are as follows:

Master of Education in Intervention Services:

- A baccalaureate degree from a regionally accredited university or college;
- Minimum undergraduate cumulative GPA of 3.0;
- Resume/curriculum-vitae
- Three professional references;
- Official transcripts from all previously attended institutions;
- A "Position Paper" describing:
 - Motivation and reasons for selecting the field of school psychology
 - What applicant hopes to achieve in the area of school psychology
 - Aspirations following the receipt of the graduate degree
 - Personal qualities which relate to success as a graduate student;
- Minimum of 9 semester hours of undergraduate or graduate work in school psychology related coursework (psychology, education, special education, social work, counseling, or other as determined by the admissions committee) with a grade of "B" or better;
- Completion of a Good Moral Character Statement which reflects no criminal conviction which may impact ability to work in educational settings;
- Successful Interview with Admissions Committee

Educational Specialist in School Psychology:

- Successful completion of the YSU M.Ed. in Intervention Services, demonstration of successful skills and dispositions throughout the program (as evidenced by grades and disposition ratings), and a successful Ed.S. admissions interview.

Program Interview

Applicants are considered for a personal interview with program faculty members. These interviews are held to evaluate applicants in areas including communication, interpersonal skills, professionalism, motivation, and maturity. Following interviews, a final recommendation decision is made.

The selection/admission process is competitive. Meeting eligibility criteria does not guarantee that the applicant will be selected for an interview/admission to the program.

Track

The School Psychology Program is designed for full-time candidates. Pre-internship/practicum coursework is distributed over two years (including summers) and requires on-campus courses and field-based/practicum experiences. The third year fulfills the National Association of School Psychologists (NASP) internship requirement. The Master of Education in Intervention Services is awarded at the end of the candidate's first year

while the Educational Specialist Degree in School Psychology is awarded upon successful completion of the internship year (or third year).

Transfer Credit Policy

Should candidates have prior graduate work in the fields of counseling, psychology, research, or school psychology; upon request, the program director may conduct a transcript and syllabi review to verify that matching course requirements have been met. Up to 12 semester hours of graduate work completed at other accredited institutions can be applied toward required YSU School Psychology Program coursework over the course of the entire program. All other program coursework must be completed through the YSU School Psychology Program.

Application Deadline

The application deadline for the first round of application reviews is January 1st. Interviews for qualified candidates begin in late January. Applications are to be submitted online through the YSU Graduate College Website <http://www.ysu.edu/academics/college-graduate-studies/admission>.

Assistantships/Scholarships

Candidates may wish to apply for a graduate assistantship for which a stipend and a tuition waiver are awarded. Graduate Assistantship (GA) Applications can be obtained from YSU College of Graduate Studies. As there is a deadline for graduate assistant applications, these applications should be submitted with admission materials for priority consideration. Available GA positions are limited throughout the department, college, and university. Successful applicants typically submit quality materials in a timely manner.

The College of Graduate Studies offers a Graduate scholarship that provides a partial tuition waiver. Please refer to the Graduate College webpage or contact the College of Graduate Studies and Research for eligibility requirements. In addition, second year candidates are encouraged to apply for the Dr. Frank O'Block scholarship offered through the program.

Description of the Program

Full-time study in School Psychology generally constitutes a three-year sequence. To develop the needed specific competencies and to meet the training goals of the YSU School Psychology Program, first year candidates take courses in education, counseling, and psychological foundations at the Master's level and seventy hours of field-based/practicum experiences involving exposure to high and low-incidence disabilities. It is noted that the M.Ed. in Intervention Services is typically completed as a first year YSU school psychology candidate. As this is not the terminal school psychology degree offered at YSU (and the candidate would not be eligible for state license upon completion of this M.Ed degree), the M.Ed. degree title does not contain reference to a degree in school psychology. However, it is considered the first year of required coursework for the YSU School Psychology Program. Second year candidates (post M.Ed.) complete a professional school psychology course sequence, along with approximately 278 hours of extensive practicum related field-based experiences. The program culminates with a 1,200 hour supervised internship completed at the Educational Specialist level. Upon successful completion, YSU candidates earn the YSU terminal degree in school psychology (Educational Specialist Degree in School Psychology).

The school psychology component of sequenced courses was developed utilizing the most current guidelines and standards as set forth by the National Association of School Psychologists (NASP). The internship experience is based on NASP standards, Ohio Department of Education (ODE) requirements, and the recommended guidelines of the Ohio Inter-University Council for School Psychology (IUC). The sequence of School Psychology courses provides graduate candidates with a mastery of structure, skills, concepts, ideas, values, facts, methods of inquiry and clinical experiences. The 6000 and 7000 level courses within the program of School Psychology are not open to undergraduate candidates.

Undergraduate, remedial courses, or those courses designed to remove deficiencies will not be included as credit in fulfilling program requirements or applied to licensure in School Psychology.

Objectives of the Program

The YSU School Psychology Program provides candidates with a planned sequence of experiences designed to do the following:

- Develop skills in the areas of direct/indirect services to serve the needs of all students (birth-21 years of age). The training program emphasizes skills in consultation, collaboration, counseling, education, research, assessment, and intervention techniques;
- Fulfill the requirements for a Master of Education in Intervention Services and Educational Specialist degree in School Psychology;
- Prepare candidates for the Praxis Exam in school psychology;
- Fulfill state of Ohio (ODE) licensure requirements in school psychology.

Recommendation for Licensure

Each candidate in the school psychology program will be recommended for licensure as a School Psychologist in the state of Ohio following:

- Completion of a course of study built on NASP standards consistent with the requirements set forth by the Ohio Department of Education (ODE) License Requirements for School Psychologists and the requirements established by the YSU School Psychology Program;
- Demonstration of satisfactory competence in the basic and key assessment areas indicated in the curriculum;
- Completion of a nine-month 1,200-hour internship under supervision in a school system approved for such training;
- Obtainment of a passing score as set forth by the Ohio Department of Education on the Praxis Exam in School Psychology.
- Discernment that the individual demonstrates professional standards and dispositions conducive to effective functioning as a school psychologist.
- Discernment that the candidate can apply in a professional setting the APA and NASP Codes of Ethics.

NASP Training Standards

The National Association of School Psychologists (NASP) has provided a general frame of reference for basic competency attainment for all candidates that should be incorporated across all course work at both the Masters and Educational Specialist training levels in a school psychology training program. The YSU program has been developed based on the following ten NASP 2020 standards:

Domain 1 Data-Based Decision Making

School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

Domain 2 Consultation and Collaboration

School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods 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 effectively with others.

Domain 3 Academic Interventions and Instructional Supports

School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

Domain 4 Mental and Behavioral Health Services and Interventions

School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social-emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

Domain 5 School-Wide Practices to Promote Learning

School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

Domain 6 Services to Promote Safe and Supportive Schools

School psychologists understand principles and research related to social-emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

Domain 7 Family, School, and Community Collaboration

School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children's learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school

partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children.

Domain 8 Equitable Practices for Diverse Student Populations

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education 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 through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

Domain 9 Research and Evidence-Based Practice

School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists 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, and analysis to support effective practices at the individual, group, and/or systems levels.

Domain 10 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 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 effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

National Association of School Psychologists (2020). *The professional standards of the National Association of School Psychologists*. Bethesda, MD: Author.

Goals and Objectives for Candidate Proficiencies

Specifically, the core objectives of the program are to help the school psychology candidates develop the following skills:

- Candidates will have a foundation in the knowledge bases for both psychology and education including theories, models, research, empirical findings, and the ability to explain important principles and concepts;
- Candidates will be well prepared to serve all children/students and their families including those diagnosed with high and low incidence disabilities (including a focus on Autism Spectrum Disorders);
- Candidates will demonstrate knowledge of the psychological foundations of school psychology including the biological bases of behavior, human learning, child and adolescent development, individual differences, and social and cultural bases of behavior;
- Candidates will reflect professional practices that demonstrate respect for human diversity and promote effective services, advocacy, and social justice for all children and families;
- Candidates will understand the educational foundations of school psychology including the organization and operation of general and special education plus instructional and remedial techniques;
- Candidates will obtain theoretical and practical knowledge, skills, and problem-solving experiences related to developing appropriate interventions for children within the school setting;
- Candidates will obtain theoretical and practical knowledge, skills, and experiences related to developing appropriate mental health strategies designed for children, families, and groups;
- Candidates will demonstrate an understanding of basic statistical and research methodologies as applied to research in the schools;
- Candidates will understand the historical and current legal and ethical issues, alternative models of delivery, emergent technologies, and knowledge of the school psychologist's role and function;
- Candidates will acquire effective communication skills (both verbal and nonverbal) needed to enhance their position as a school psychologist in the schools;
- Candidates will apply their knowledge and skills by creating safe, supportive, fair, and effective learning environments through enhancing family-school collaboration for all students;
- Candidates will learn how to develop effective strategies and skills to help children succeed academically, socially, behaviorally, and emotionally;
- Field-based/practicum experiences will provide candidates the opportunity to practice under supervision the application of knowledge and specific skills in the resolution of individual, group, and system-level problems;
- The internship will provide candidates with the opportunities to develop professional skills, responsibility, and independence in a variety of structured experiences;
- Candidates will have an opportunity to complete research at both the masters and educational specialist degree levels and present their findings at local, state, and national school psychology conferences.

COURSE DESCRIPTIONS: Master of Education – Intervention Services

SPSY 5965 School Psychology - Special Topics 1-5 s.h.

Selected topics related to intervention and current interest in the school of psychology field of study. Grading is S/U.

SPSY 6901 School Consultation 3 s.h.

Overviews current educational practices that have made collaboration essential to the way educational professionals do their work. This course will cover the theoretical bases and consultation/collaboration skills necessary for affecting change in the educational environment from a system-wide perspective. The aim of this course is to prepare candidates to function as collaborative consultants promoting systematic and planning strategies for use within the public schools, in collaboration with families, to provide services to children with disabilities.

Prereq.: M.Ed. in Intervention Services Candidate.

SPSY 6902 Ecological School-Based Observation and Practice 3 s.h.

Provides candidates in the school psychology program with the opportunity to observe and participate in a variety of educational settings and experiences designed to support students with all types of disabilities and all grade levels. Through these activities, candidates will understand the organization of educational services, school-based systems, and student population characteristics as well as ecological factors that help to support learning.

Prereq.: MEd in Intervention Services Candidate.

COUN 6973 Group Counseling Theory and Practice 2 s.h.

Theories pertaining to group dynamics, process, interaction, consultation, and counselor intervention. For counseling majors or by permission of Department of Counseling.

Prereq. or concurrently: [COUN 6962](#).

COUN 6973L Guided Group Counseling 1 s.h.

Supervised experience in the use of interventions appropriate to stages of group development. Emphasis will be placed on promoting self-awareness, interpersonal skills, and group skills and techniques. Course is taken concurrently with [COUN 6973](#).

SPSY 6904 Crisis Prevention and Response 3 s.h.

An overview of the concepts of crisis intervention theory in crisis counseling and assessment including techniques for assessment, intervention, and referrals within a crisis situation. Different types of crises will be discussed with emphasis on selecting appropriate strategies for various situations. The NASP PREPaRE model of crisis prevention and response will be highlighted.

Prereq.: MEd in Intervention Services Candidate.

COUN 6900 Counseling Methods and Practice 3 s.h.

Methods and practices of professional counseling relative to relationship, goals, process, and documentation.

Relevant ethical guidelines are stressed. Includes experiential skill training.

Prereq.: Enrollment in the School Psychology Program.

PSYC 6955 Psychopathology 3 s.h.

The study of abnormal behavior with an emphasis placed on psychopathological conditions.

Prereq.: Enrollment in the School Psychology Program.

SPSY 6905 Equitable Practices in Diversity and Inclusion 3 s.h.

Introduces pertinent theoretical cultural issues which relate to school psychologists as they work with diverse populations. Through lecture, discussion, and individual and group activities, candidates will develop multicultural competence allowing for appropriate individual and systemic interventions to be developed and implemented effectively. Candidates will explore their own level of cultural sensitivity as well as how their behavior impacts others, recognizing their personal circumstances and the opportunities these provide them in striving toward social justice in the educational setting.

Prereq.: MEd in Intervention Services Candidate.

SPSY 6906 Role and Function of the School Psychologist 3 s.h.

This course provides an overview of the professional concerns and issues school psychologists face working in public school systems. Additionally, orientation for field-based practicum and internship experiences will be discussed, as well as future responsibilities for employment as a school psychologist. Historical, legal, professional, and ethical issues pertaining to the role and function of a school psychologist will be reviewed. Prereq.: MEd in Intervention Services Candidate.

SPSY 6907 Psycho-Educational Assessment Practices in the Schools 3 s.h.

This course is designed to provide an overview of the relevant concepts, principles and methods underlying the construction and interpretation of psychological and educational tests. Through lectures, discussion, and individual and group activities, candidates will learn about the basic concepts, competencies, issues, and tools used in psychological testing and measurement and their practical applications. In this course, candidates will gain knowledge of how psychological tests are built, what they can and cannot do, the conditions under which they should and should not be used, and how to evaluate their adequacy. Prereq.: School Psychology Candidacy.

SPSY 6908 Research Design and Statistics for School Psychology 3 s.h.

This course takes a user-oriented approach to principles of research design, descriptive and inferential statistics, measurement, and varied data collection and analysis techniques as applied to the practice and scholarship of school psychology. Prereq.: M.Ed. in Intervention Services Candidate. 3 s.h.

SPSY 6909 Identification and Support for Students with Disabilities 3 s.h.

An overview of special education identification procedures for students with disabilities. Candidates will develop knowledge of the definitions, assessment techniques, instructional considerations, and legislation surrounding all low- and high-incidence disabilities. Emphasis will be on the current most effective practices and research-based strategies for students with disabilities. Prereq.: MEd in Intervention Services Candidate.

COUN 6962 Counseling Theory 3 s.h.

Basic principles of counseling in an educational context. Development of procedural bases for counseling and educationally oriented counseling theory. Ethics and limitations involved in counseling practices.

PSYC 6905 Principles of Development for School Psychology 3 s.h.

This course examines principles and theories of human development in typical and atypical populations as they may be applied to school psychology practice and scholarship.

SPSY 6912 School-Based Multi-Tiered Systems of Support 3 s.h.

This course is designed to provide direct experiences in planning and evaluating multi-level academic and behavioral interventions across the three tiers of services within educational school systems for general education and students with disabilities. Intervention effectiveness metrics (effect size, percentage of non-overlapping data, goal attainment scaling) necessary for practicum and internship experiences will be covered. Participation in Response to Intervention (RtI) team meetings and concepts of curriculum, academic and applied functional behavioral analysis, progress monitoring, and determining effectiveness of interventions will be presented. Prereq.: MEd in Intervention Services Candidate.

COURSE DESCRIPTIONS- Educational Specialist Degree – School Psychology

SPSY 7490 Advanced Study and Practicum in Autism Spectrum Disorders 3 s.h.

This course is designed to provide candidates with skills and experience related to early assessment and diagnosis of Autism Spectrum Disorder (ASD), including case conceptualization, the skills needed to create, modify, and/or adapt assessments, the ability to interpret assessments, classroom applications, implementation and evaluation of strategies and supports, and family-school collaboration. Special emphasis will be given to the application of ABA principles to classroom settings (discrete trial, analysis of verbal behavior, and direct instruction). Through didactic teaching and experiential learning via activities completed with students attending the Rich Center for Autism, candidates will gain knowledge of assessment, evidence-based interventions, treatment methods, and related issues affecting students with ASD and their families.

Prereq.: Ed.S. in SPSY Candidate.

SPSY 7500 Dynamic Assessment I 3 s.h.

This course includes the administration and interpretation of traditional, web-based, and iPad-based intelligence tests. The goal of this course is to provide candidates with a series of experiences which will lead to mastery in the administration, scoring, and interpretation of various cognitive and instruments. Candidates will become familiar with various traditional and alternative definitions of intelligence, gain knowledge of the general rules for administration and scoring of a variety of standardized cognitive assessment measures. Candidates will demonstrate mastery in the administration and scoring of various cognitive assessment batteries e.g., most current Wechsler, Kaufman, and Woodcock-Johnson test batteries. Candidates will also be introduced to academic achievement measures associated with these cognitive assessment batteries.

Prereq.: EdS in SPSY Candidate.

Coreq.: [SPSY 7501](#) and [SPSY 7502](#).

SPSY 7501 Dynamic Assessment Practicum in School Psychology I 3 s.h.

Supervised experience in the administration and scoring of cognitive and academic achievement assessment protocols utilizing the most current Wechsler, Kaufman, and Woodcock-Johnson test batteries. Candidates will demonstrate competence in recording observations, scoring assessments, generating hypotheses, and interpreting assessment results. Candidates are expected to share evaluation findings through presentations and written reports.

Prereq.: EdS in SPSY Candidate.

Coreq.: [SPSY 7500](#) and [SPSY 7502](#).

SPSY 7502 Cognitive Ability, Observations Practicum 2 s.h.

Through in-person and feedback from video recorded sessions, candidates will gain supervised experiences in the administration of various psycho-educational instruments. Candidates will demonstrate mastery through formal observations of their administration and scoring for various cognitive and academic achievement measures utilizing the most current Wechsler, Kaufman, and Woodcock-Johnson test batteries.

Prereq.: EdS in School Psychology Candidate.

Coreq.: [SPSY 7500](#) and [SPSY 7501](#).

SPSY 7503 Dynamic Assessment II 3 s.h.

This course is designed to provide candidates with a theoretical foundation and the attainment of assessment skills in the areas of comprehensive academic achievement, perceptual-motor, language, social-emotional-behavioral, vocational, and adaptive behavior assessments. Other informal assessments will be included such as interviewing, observing, conducting record reviews, etc. Topics such as scoring, interpretation, integration, decision-making, and intervention design will be included.

Prereq.: EdS in SPSY Candidate, Candidates must have obtained a "B" or better and reached competence in [SPSY 7500](#), [SPSY 7501](#), and [SPSY 7502](#).

SPSY 7504 Behavior Assessment/Intervention Practicum 3 s.h.

Candidates are provided with supervised practica experiences in school systems in each of the following areas: utilization of a systematic, ecological approach to child study; familiarization with a variety of child study approaches including individualized classroom management, instructional materials, and teaching methodology; and furthering experience with the role of the school psychologist as a consultant. [SPSY 7504](#) requires practicum hours to be spent in activities related to observations, interviews, and the completion of a Functional Behavioral

Assessment/Behavior Intervention Plan. Candidates must have obtained a "B" or better and reached competence in SPSY 7500, SPSY 7501, and SPSY 7502. Prereq.: EdS in SPSY Candidate. Coreq.: SPSY 7503 and SPSY 7505.

SPSY 7505 Academic Assessment/Intervention Practicum 3 s.h.

Candidates are provided with supervised practica experiences in school systems in each of the following areas: utilization of a systematic, ecological approach to child study; demonstrating competencies with respect to technology, diversity, collaboration, and professionalism; and conducting and participating in staffing procedures. SPSY 7505 requires practicum hours to be spent in the administration/interpretation of 7501 and 7503 assessment instruments and the completion of a comprehensive Multi-factored Evaluation Team report. Prereq.: EdS in SPSY Candidate, Candidates must have obtained a "B" or better and reached competence in SPSY 7500, SPSY 7501, and SPSY 7502. Coreq.: SPSY 7503 and SPSY 7504.

SPSY 7506 Behavior Assessment Practicum II 3 s.h.

Candidates will collaborate in the development of both an FBA and BIP for a student in their practicum placement site through direct student observation, informal and formal data collection methods, progress monitoring, and collaboration with IEP team. Candidates will collaborate in generating hypotheses and in the development of individualized interventions, as well as examining effectiveness of interventions via progress monitoring. Candidates will analyze/interpret evaluation and intervention data through the completion of written reports (FBA, BIP, and ETR/RR, if applicable). Prereq.: EdS in SPSY Candidate. Coreq.: SPSY 7507.

SPSY 7507 Principles of ABA in School Psychology 3 s.h.

This course will develop and strengthen knowledge, understanding, and practical skills related to basic principles of applied behavior analysis (ABA) and behavior modification techniques. Candidates will gain knowledge of the principles and components imperative in conducting functional behavioral assessments (FBAs) and developing effective behavior intervention plans (BIP) in the educational environment. At the conclusion of this course, candidates will be able to construct a functional assessment interview (FAI), conduct an FBA utilizing appropriate data collection methodologies to address behavior(s) of concern, develop a BIP utilizing FBA data, select appropriate empirically supported intervention(s), and evaluate the effectiveness of implemented intervention(s). Prereq.: EdS in SPSY candidate. Coreq.: SPSY 7506.

SPSY 7508 Principles of Neuropsychology for the School-Based Setting 3 s.h.

The relationship of learning and brain function will be explored through awareness of neuropsychological processes, including normal and atypical development. The principles and practices of neuropsychology in the context of school-based settings will be explored, including assessment, identification, collaboration, research-based intervention, and rehabilitation for school-aged children with neuropsychological difficulties. Neuropsychology topics related to autism spectrum disorder (ASD) and low incidence disabilities will be emphasized. Prereq.: EdS in SPSY Candidate, SPSY 7500, SPSY 7501, and SPSY 7502.

SPSY 7509 Family, School, & Community Systems 3 s.h.

This course helps candidates understand how school psychologists interact within and among various systems to identify patterns of needs; plan and implement individual, family, and system wide interventions; and conduct program evaluation. Candidates are expected to engage in various experiential activities to enhance their professional roles in the community and schools, and through their work with families. Prereq.: MEd in Intervention Services Candidate.

SPSY 7510 Professional Development Seminar in School Psychology: Internship Preparation 1 s.h.

This course is designed to prepare and ready school psychology candidates for their proposed internship assignment. Preparation tasks includes an overview of the internship experience, interviews with university and field supervisors/school administrators, discussions related to various internship expectations, coverage of time management principles required for the internship year, and various activities related to internship state licensure. Prereq.: EdS in SPSY candidate.

SPSY 7511 Professional Issues in School Psychology 3 s.h.

This course involves various ethical and legal principles that have relevance to professional practice (i.e., assessing limits of competency, addressing potential dilemmas, utilizing available resources, coverage of landmark court cases, and understanding personal values and biases). Candidates are expected to fully understand and practice NASP Principles for Professional Ethics. Candidates are afforded the opportunity to review and practice various special education compliance mandates (i.e., timelines, documentation, parent rights, I.E.P development, etc.).
Prereq.: EdS in SPSY Candidate.

SPSY 7512 Internship/Supervised Experience I 6 s.h.

Designed for those candidates who have been assigned a 1200-clock-hour internship in the state of Ohio under field and university supervision.

SPSY 7513 Internship/Supervised Experience II 6 s.h.

Designed for those candidates who have been assigned a 1200-clock-hour internship in the state of Ohio under field and university supervision.

SPSY 7515 Advanced Seminar in School Psychology I 3 s.h.

First of two-semester seminars (special topics related to school psychology internship, child study, serving low incidence populations, consultation, RTI and other topics related to the internship experience).
Prereq.: concurrent with SPSY 7512.

SPSY 7516 Advanced Seminar in School Psychology II 3 s.h.

Second of two-semester seminars (special topics related to school psychology internship, child study, serving low incidence populations, consultation, RTI and other topics related to the internship experience).
Prereq.: concurrent with SPSY 7513.

School Psychology Training Program: Major Skills Acquisition

Upon completion of the YSU School Psychology program, candidates will have demonstrated skill mastery based on NASP standards in the following areas:

- Demonstrating appropriate interpersonal skills;
- Establishing effective collaboration relationships;
- Facilitating and implementing a collaborative problem-solving process: Acting as a change agent for individuals;
- Facilitating and implementing a collaborative problem-solving process: Acting as a change agent for groups;
- Practicing in a consistent and appropriate professional and ethical manner;
- Recognizing and valuing human diversity;
- Serving as a liaison;
- Developing and training staff, parents, and students;
- Developing and implementing appropriate RTI and crisis intervention strategies;
- Implementing comprehensive dynamic assessment practices;
- Counseling individuals and groups;
- Acting with political and organizational competence;
- Acknowledging and adhering to laws, rules, and procedures; and
- Conducting research and program evaluation.

YSU School Psychology Program Areas of Emphasis

Dynamic Assessment

Candidates administer and interpret both informal and formal psychological and educational measures to describe functioning levels and design appropriate intervention plans. Through a number of practical experiences, candidates are required to demonstrate the ability to utilize progress-monitoring techniques and implement a variety of informal assessment screening programs. Furthermore, candidates partake in practicum experiences to analyze and assess problems related to classroom learning environments. An emphasis is placed on comprehensive evaluation skills leading to the development of appropriate and effective intervention strategies.

Consultation/Collaboration/Response to Intervention

As a change agent, the school psychologist acts as a facilitator when linking clients to resources. Candidates learn the theoretical bases of consultation and assimilate them into their personalized model. This model is then practically applied in the school setting. Practical experiences are provided as candidates are assigned to work with School-Based RTI and Multi-factored Evaluation Teams. Candidates will be expected to develop research-based interventions and evaluate effectiveness through application of Goal Attainment Scaling, Percentage of Non-Overlapping Data (PND), and Effect Size measurements.

Counseling/Family Systems/Multiculturalism

Candidates acquire the theoretical bases, skills, and processes necessary for conducting individual and group counseling and psychotherapy services in an educational setting. Crisis counseling and family systems within the schools are also explored. Candidates also gain experience in planning and implementing proactive social skills training programs. Finally, training in social justice and multiculturalism is provided.

Low and High Incidence Disabilities (LID & HID)

Both LID and HID training opportunities are incorporated in the curriculum. Candidates are required to demonstrate a variety of assessment and consultation skills, design appropriate interventions, and participate in clinics and training sessions. Furthermore, the relationship between learning and brain functions are explored from a neurological viewpoint. Settings may include the Rich Center for Autism, programs for students with visual and

hearing impairments, and other opportunities through Educational Service Centers and Boards of Developmental Disabilities. Finally, YSU school psychology interns are expected to provide a variety of school psychology services for students diagnosed with LID and HID.

Role and Function of the School Psychologist

The role and function of the school psychologist is incorporated throughout training. Candidates study the rich historical roots of the field along with current developments in order to determine what their future in the field is likely to require relative to personal and professional skills and knowledge. Legal and ethical standards related to school psychology, psychology, and education are examined and discussed. Various shadowing and supervisory experiences with practicing school psychologists are required. Job satisfaction and other career development topics in the profession are addressed. Finally, the use of technology to facilitate professional functioning in the schools is emphasized throughout the program.

Practicum/Field Experiences

Practicum experiences represent a formal entry to the profession under the close guidance of a licensed school psychologist. Candidates are required to complete a minimum of 348 clock hours of field-based/practicum experiences in school psychology prior to the internship year during Year I and Year II (Residency Year). This guarantees that YSU school psychology candidates are exposed to a wide variety of contemporary issues, skills, and knowledge beyond what can be covered in traditional courses.

School Psychology Program Practicum Hours: Year I

Course	Clock Hrs.	Synopsis of Field Requirements
COUN 6900	2.5 hrs. @ 2 days = 5 hrs.	Year I. Counseling Field-Based Experience
COUN 6963L	1 hr. @ 13 days = 13 hrs.	Year I. Group Counseling Lab
SPSY 6902	2 hrs @ 15 days = 30 hrs.	Year I. Observations of K-12 classrooms and special education service delivery practices.
SPSY 6906	5 hrs. total	Year I. Interviews with School Psychologists, Educators, and Summer Field Experience.
SPSY 6909	3 hrs. @ 3 days = 9 hrs.	Year I. Low-Incidence Disability case study. Observe, collect data, and propose interventions.
SPSY 6912	2 hrs. @ 4 days = 8 hrs.	Year I. Observation of RtI Meetings in the Schools

Candidates are involved in seventy hours of field-based experiences beginning with Year I in the program as they work with low-incidence disability programs, multicultural families, and observing school psychologists and other educators in the field (SPSY 6901; 6909; 6906; 6912). During the second semester of the first year, candidates spend a minimum of thirty school-based hours conducting observations across elementary school, middle school, high school, and various special education programs (SPSY 6902). They also participate in a group-counseling lab (COUN 6963L) and have an opportunity to work with children from diverse socioeconomic and cultural backgrounds. These experiences are processed in-class.

School Psychology Program Practicum Hours - Year 2

Course	Clock Hrs.	Synopsis of field requirements
SPSY 7501	4 hrs. @ 12 days = 48 hrs.	Year II. Administration of cognitive ability assessments
SPSY 7502	2 hrs. @ 3 days = 6 hrs.	Year II. Observation of candidate's administration of cognitive assessments utilizing video recording devices
SPSY 7503	4 hours @ 12 days=48 hrs.	Year II. Administration of academic achievement, language, perceptual-motor, adaptive behavior, social-emotional, and other measures
SPSY 7504	4 hours @ 6 days=24 hrs.	Year II. Functional Behavior Assessment (FBA)/Positive Behavior Support Plan (PBSP) including complete Consultation Team Report
SPSY 7505	4 hrs. @ 6 days = 24 hrs.	Year II. Child Study Evaluation Case: Comprehensive multidisciplinary evaluation including complete evaluation team report (ETR)
SPSY 7506	4 hrs. @ 12 days = 48 hrs.	Year II. Functional Behavior Assessment (FBA)/Positive Behavior Support Plan (PBSP) including complete Consultation Team Report
SPSY 7508	4 hrs. @ 8 days = 32 hrs. (University Based)	Year II. Neuropsychological based practicum, administration, scoring, and interpretation of neuropsychological instruments
SPSY 7490	4 hrs. @ 12 days = 48 hrs.	Year II. Individual Case Study, Autism Modules, & ADOS-II Training
278 Hours Total		

The second-year practicum sequence, which includes university experiences in addition to 278 field-based hours, is highly structured. Experiences in the field only occur following university instruction and in-class practice. This didactic and experiential approach greatly eases the transition from practicum to internship. During the fall and spring semesters of the second (practicum) year, candidates are required to spend at least four hours in a school-based field setting each week. Many candidates go beyond the minimum hours and spend more time at their assigned site engaging in supervised activities, observing, and shadowing various professionals in the school setting.

The Year II practicum sequence begins in the fall with an assessment focus (SPSY 7501 and 7502) and a consultation focus (SPSY 7506). In the fall, candidates gain practice in administering, scoring, and interpreting a number of cognitive ability assessments which they administer at the university with K-12 students from the community. During this semester, practicum candidates are also required to complete a full behavioral consultation case and participate in a variety of shadowing and highly supervised activities at their school-based practicum site. During the spring semester of the second year, practicum students are required to gain experiences in a number of areas at their assigned school-based sites, including cognitive and academic assessment of school-age students, to ultimately complete a Multi-factored Evaluation Team report under the guidance of their field supervisor. Practicum students also engage in comprehensive school-based child study activities and develop a full Functional Behavioral Assessment (FBA) and Positive Behavioral Support Plan (PBSP) for K-12 students during the spring semester. During the spring semester, candidates are also required to complete university-based neuropsychological assessments with K-12 students from the community. The second-year practicum experience culminates in the completion of an Individual Case Study of a student attending the Rich Center for Autism, including the administration of the ADOS-2, during the first Summer session.

The comprehensive coverage of the practicum sequence affords candidates the opportunity to develop skills and knowledge in cognitive and academic assessment, intervention-based assessment, behavior analysis, high and low-incidence disabilities, academic interventions, progress monitoring, traditional assessment practices, and collaborative consultation. Integrating data from multiple sources is an important outcome of this practicum sequence. Candidates are evaluated throughout the practicum via feedback on structured assignments, site supervisory evaluations, exams, work product, and portfolio reviews.

Second year school-based practicum experiences are arranged by the instructor with consultation with the program director and internship coordinator. Typically, field-based practicum hours are completed at the same site and with the same field-based supervisor during both the fall and spring semesters. A consistent field-based supervisor provides the candidate with the opportunity to develop a strong mentor-candidate relationship over the course of this practicum year.

Child Case Studies

Child case studies are the culminating experience for the residency year (second year). Practicum candidates are required to carry out a full multi-disciplinary evaluation and a full Functional Behavioral Assessment (FBA)/Positive Behavior Support Plan (PBSP) for K-12 students attending public schools, as well as a full multi-disciplinary evaluation, including the administration of the ADOS-2, for a student attending the Rich Center for Autism. In practicum coursework, each pre-intern candidate is assigned to a field supervisor. The comprehensive child study process requires the integration and utilization of previously acquired skills as the pre-intern school psychologist functions in the following ways:

- As a school-based consultant to work with the intervention-based assessment team formed to handle the case;
- As a behavior manager to identify the child's functioning patterns and to analyze the classroom learning environment;
- As a diagnostician to assess the performance level and capabilities of the child;
- As a prescriptive-diagnostic educator to plan a specific and appropriate educational program for the child;
- As a facilitator to see that the child study is well-coordinated and properly implemented;
- As a family consultant to communicate the child's placement and program to the parents;
- As a networker and resource professional to make the appropriate community connections.

In following this comprehensive model, the child's academic, social, and emotional needs can be met more effectively as the pre-intern acquires expertise by applying his/her theoretical knowledge, skills, and methodologies acquired throughout the school psychology program to the school setting.

School Psychology Program Internship - Year 3

The Youngstown State University School Psychology Program culminates in a nine-month, 1,200 hour internship following successful completion of all specified coursework. To be placed in internship, candidates must reach competence in skill levels across various coursework. The candidates must also hold the Masters of Education in Intervention Services degree and receive the university practicum supervisor and program director's recommendation for an internship experience. These recommendations will be based on performance and disposition evaluations. Recommendations for promotion to the internship can only be provided following evidence of a successful practicum year (achieving competence skill level and Field and University supervisors' positive evaluations) along with a passing portfolio. Failure to meet any of the aforementioned requirements for internship may result in need for remediation prior to an internship being awarded.

If a candidate is unable to accept the internship as scheduled in his or her plan of study, it is the candidate's responsibility to notify the Program Director *IN WRITING* with an explanation for the need to defer the internship by one year. It is understood that by relinquishing a reserved position, an internship placement the year following the scheduled year is not guaranteed. The program must be completed within a three consecutive year period unless a special circumstance is presented.

School Psychology Program Internship Hours - Year 3

Course	Clock Hrs.	Synopsis of field requirements
SPSY 7512; 7513	1,200 clock hours	Year III. Culminating internship experience under the supervision of a licensed school psychologist with a minimum of two years of experience. Refer to "Internship Plan and Evaluation Protocol" located in the Internship Handbook for competency requirements aligned with the NASP standards.

Internship Experiences

During the internship year, the school psychology candidate is provided with a wide range of experiences to practice skills, integrate previously learned knowledge, and develop new competencies. The program's training model and objectives are properly aligned with national standards, as are the established competency areas for the internship year. Under the close supervision of an experienced and highly trained licensed school psychologist, the intern is provided the structure and guidance needed to fulfill the expectations of the internship training experience.

School psychology interns are expected to demonstrate competency and experiences in providing multi-tiered academic and behavioral supports designed for all K-12 students. This involves a number of areas including conducting multi-factored evaluations, providing parent and teacher consultation, providing individual and group counseling, and providing in-service training for school staff and parents. In addition, the intern is expected to work with a wide range of K-12 students (across various grade levels and disability categories).

Internship Placement

Internship sites are carefully chosen to provide candidates with the best possible training experiences. Each site must be approved by the Ohio Department of Education, Office for Exceptional Children, and the university to ensure a comprehensive range of experiences. Critical to site approval is the district's ability to provide the intern with adequate intervention-based assessment experiences and ample exposure to a problem-solving model that operates effectively to foster positive academic, behavioral, and emotional outcomes for children.

Candidates are not to organize their own internship sites. Candidate preferences are obtained during the first semester of the year prior to internship. While consideration is given to these preferences, placement in a preferred district is *not* guaranteed. It is recommended that the internship placement should not be a candidate's current or former place of employment.

Candidates will be placed in school psychology internship sites in Ohio. Exceptions may be made under extraordinary circumstances. Matching of intern to school district is the responsibility of the internship coordinator and program faculty. Candidates must receive a recommendation from the program faculty and practicum supervisor to proceed to the internship experience. Funded internships are not guaranteed each year and placement sites and locations will vary. The program will do its best to match the pre-intern with an internship site located within 60 miles of YSU with training experiences designed to match intern needs. Should a pre-intern deny the training site recommendation, this may result in program continuation delay or discontinuation from the program.

District Denial of an Internship

After meeting with a school district, should the district refuse to offer a candidate an internship placement, the university program director and internship coordinator will review the reasons for denial of the placement with the prospective intern. Furthermore, interns are expected to demonstrate appropriate dispositions and adequate progress throughout the internship. Failure to do so on a consistent basis may result in district refusal to continue the internship. Should problems arise at the onset or during the course of the internship, it is the responsibility of the university supervisor(s), field facilitators, and the intern to communicate about such problems and cooperate in efforts to resolve such problems. In the event the district refuses to initiate or continue the internship placement, the program director, internship coordinator, and university supervisor will review reasons for denial of the placement with the candidate and only attempt to seek another placement if the problem appears correctable or stemmed from a mismatch of a minor nature. The university is under no obligation to pursue an additional placement if the reasons for placement or continuation denial warrant significant corrective actions (behavioral, attitudinal, and/or skill). Should the intern be dismissed from their training site, a continued recommendation for internship and/or a continuation of any funded internship is not guaranteed. This may result in program continuation delay or discontinuation from the program.

Once the placement is secured, the university, intern, and supervising district enter into an agreement to facilitate development of essential skills and competencies for the professional practice of school psychology. Following approval for the internship placement, candidates must enroll in SPSY 7512 and 7515 (Fall Semester) and SPSY 7513 and 7516 (Spring Semester). During the internship year, candidates are required to attend all on-campus seminars.

Internship Supervision Requirements

Throughout the internship year, candidates are provided field-based supervision a minimum of two hours each week. Daily and monthly logs are maintained by the intern detailing the type of school psychological services, supervision provided, and the effectiveness of this supervision. These logs are mailed to the university supervisor on a monthly basis. Failure to submit logs can result in removal from the internship. Formal evaluations of the intern's progress involving the field facilitator, university supervisor, and intern are conducted a minimum of twice each semester, or more frequently if needed. A competency notebook portfolio is also required at the conclusion of the internship year for evaluation.

Internships have historically been funded by the State of Ohio and admission to the program at Youngstown State University does not guarantee that a funded internship will be available for each candidate. While admissions are limited to approximately the number of internships available each year, in the event of future cutbacks, the decision for awarding funded internships will be based on academic performance.

Performance-Based Assessment

School Psychology Candidate Assessment

Candidates in the YSU School Psychology Program are assessed on an ongoing basis and at defined intervals in the program. Performance-based assessments are conducted throughout the program. The majority of assessments are designed to be consistent with the two major components of the NASP standard which specifies that “A key aspect of program accountability is the assessment of the knowledge and capabilities of school psychology candidates and of the positive impact that interns and graduates have on services to children, youth, families, and other consumers” (NASP, 2020). Throughout the program, candidates’ acquisition of knowledge and skills are evaluated using examinations, observations, projects, case studies, presentations, and portfolios. Final course grades of B or better are required as well as meeting competence standards in the assessment courses. Disposition assessments evaluate candidates’ characteristics deemed important to the professional practice of school psychology. The disposition assessments are conducted at the end of each semester and are reviewed individually with candidates at the conclusion of Year I and Year II by the program faculty. The university and field supervisors formally evaluate an intern’s dispositions during the practicum and internship experiences (years two and three). Finally, school psychology program faculty members meet monthly through program meetings to review candidate progress and intervene as needed.

Entrance Assessment

Upon receipt and processing of the individual’s application file from the College of Graduate Studies, school psychology faculty review each application and discuss each applicant’s credentials in relation to the program admissions criteria (specified elsewhere in this handbook). A pool of applicants is invited for an interview to meet with school psychology faculty. During the interview, applicants participate in meetings with the school psychology faculty. Selection for admission to the program is based upon a combination of the undergraduate record, any graduate coursework, letters of recommendation, work experiences, written and verbal communication skills, professional goals and objectives, and interview performance.

Key Gates across YSU School Psychology Program

Entrance Admission Gate	Year I Key Gate	Year II Key Gate	Year II Approval for Internship	Year III Gate	Recommendation For ODE Licensure
<p>Holistic consideration of application materials in relation to specified criteria</p> <p>Standard interview protocol with evaluation form for all applicants</p>	<p>Master’s comprehensive examination at the conclusion of year one</p> <p>Dispositions assessment conducted at conclusion of the second semester of year one</p>	<p>Educational Specialist comprehensive examination at the conclusion of year two</p> <p>Dispositions assessment conducted at conclusion of the second semester of year two</p>	<p>Evaluation of preparedness for internship based on feedback from field supervisors (practicum evaluation)</p> <p>Meeting of Competence Skill levels in required courses</p> <p>Faculty reviews based on disposition attainment and course work over second year</p>	<p>Formative evaluation of competency attainment, reviewed during intern site visits</p> <p>Completion of an intern portfolio based on rubric</p> <p>Successful completion of an academic and behavioral case study</p> <p>Passing Praxis score</p>	<p>Successful completion of all required coursework.</p> <p>Score on SPSY Praxis meets or exceeds state requirements.</p>

Key Assessments

Key Assessments are designed for each course in the M.Ed. and the Ed.S. Programs to ensure that candidates are making satisfactory progress throughout the school psychology program.

Internship Key Assessments Overview - Year 3

During the internship year, candidates are evaluated across all areas recommended by NASP Standards throughout the internship at a minimum of three times. Candidates are also responsible for developing an internship portfolio that documents experiences with all NASP standards.

The Internship Evaluation System is designed to evaluate the effectiveness of the intern's professional practice-to plan, execute, evaluate and reflect-in an appropriate authentic setting. The evidence will demonstrate competencies with respect to technology, diversity, collaboration, and professionalism.

The Intern Evaluation System rubric contains 14 major skill acquisition areas with objectives. Completion of the IES satisfies all NASP standards for intern competency and disposition status. The IES specifies specific levels of performance for skill mastery. The intern is evaluated on a rubric (1-4) for each area, consistent with their level of internship progression. The intern is also expected to share for review with the university supervisor a complete evaluation team report. In addition, the university supervisor will directly review a consultation session in person/or through a video format. Finally, monthly log progress is reflected by the IES.

Capstone Experiences/ Major Exams

Master of Education in Intervention Services

At the conclusion of the coursework for the M.Ed., candidates take the Master's comprehensive examination. If the candidate fails the exam, the candidate may be given another opportunity to take the exam. Two examination failures constitute sufficient cause for the program faculty to consider the candidate's ability and preparedness to continue in the program.

Educational Specialist Degree

At the conclusion of year two, candidates take the Educational Specialist's comprehensive examination. If the candidate fails the exam, the candidate may be given another opportunity to take the exam. Two examination failures constitute sufficient cause for the program faculty to consider the candidate's ability and preparedness to continue in the program.

Each candidate is expected to complete comprehensive academic and behavioral intervention case reports (one in each area) during the internship year. Candidates are evaluated on their ability to collect background information, identify the problem, analyze the problem, implement appropriate interventions, progress monitor, measure intervention effectiveness, and draw conclusions. In addition, through the state internship system, interns are required to demonstrate skills in designing, implementing, and evaluating interventions for both academic and behavioral concerns across multiple tiers.

School Psychology Licensure Praxis Exam

Candidates take the Praxis School Psychology Exam during the second semester of the internship. A recommendation for state licensure is contingent upon passing the School Psychology Praxis Exam at the state level. YSU Candidates are required to take the Praxis Exam in School Psychology and achieve a minimum score required by Ohio Department of Education for licensure.

Dispositions

In addition to meeting competence across several major skills based on NASP guidelines, school psychology candidates need to demonstrate appropriate dispositions which will be assessed by school psychology faculty at the close of each academic semester and reviewed at the end of each academic year.

Professional Development

The Youngstown State University School Psychology Program is committed to contributing to the professional development of its graduates and other practitioners in the field. To provide school psychologists and educators with current information, the program offers professional development seminars periodically throughout the academic year.

YSU School Psychology Program Evaluation

In an effort to maintain continuous improvement in the program, the YSU School Psychology Program seeks and utilizes input from a variety of sources. This includes an advisory committee of professionals, intern supervisors, first year employers, candidates at each level of training, and graduates of the program.

Candidate Input

Assessment occurs throughout the program in the more traditional form of course/instructor evaluations. These evaluations are summarized and submitted for review by the department chairperson and college dean each fall semester as part of the faculty evaluation process. The results of these ongoing assessments are also utilized for course improvement purposes.

Candidate input is regarded as critical for program growth and vitality. First year candidates evaluate the quality of field experiences through the course evaluation process. Candidates in the second year of the program complete a mid-semester feedback form requesting information regarding their field experiences. This information helps the program determine the quality of early practicum experiences. Interns are asked to provide a midterm evaluation of supervision activities and their perceptions of school psychological services based on their internship experiences. Interns are also required to submit a reflective written evaluation of the internship training experience at the conclusion of internship.

Practicum and internship logs serve a dual purpose in the YSU School Psychology Program. While the logs are used foremost as a means of monitoring candidates' activities, time management, and effectiveness of service, the YSU Program also analyzes the logs to monitor the quality of field experiences and supervision. Logs are evaluated on a monthly and an annual basis to determine any needed areas of experience or supervisory interactions to facilitate professional development.

External Review

The YSU School Psychology Program advisory committee is comprised of regional pupil services directors and school psychologists. This group makes training and field related recommendations based on a thoughtful consideration of the program, candidates, and professional needs.

Supervisory Feedback

On an annual basis, internship supervisors are sent a survey requesting information on their perceived preparedness of the most recent YSU candidates during the internship year. The data is helpful in determining what changes may be needed earlier in the program.

First Year Employers

Randomly selected employers of recent graduates are contacted and asked to complete a "first year employment" questionnaire that addresses the quality of work provided by the most recent graduating class.

The results of the program evaluations are compiled and reported in the program's "Continuous Improvement Plan," which identifies the source of the evaluations, recommendations, and the program's response.

**CANDIDATE SELECTION AND RETENTION PROCEDURES
YSU SCHOOL PSYCHOLOGY PROGRAM
COLLEGE OF EDUCATION
YOUNGSTOWN STATE UNIVERSITY**

Selection

The School Psychology program director and faculty are responsible for recruiting and selecting candidates for the program.

Advisement

Upon acceptance into the program, candidates will be assigned by the program director to one of the regular program faculty as advisees. Faculty advisors are responsible for providing on-going academic and professional advising and guidance throughout their advisees' programs. It is important that candidates meet with their advisor early in the first semester after being admitted in order to plan for the academic program, and then on an every semester basis to monitor progress in completing the program. As courses are not offered each semester, it is important to complete the proper sequencing of coursework and prerequisites for field placement in Practicum and Internship.

As current students can register by BANNER, *without an advisor's signature*, you must assume significant responsibility for adhering to your planned program. Any questions should be discussed with the candidate's advisor, in consultation with the program director. Please consult Penguin Planning for Academic Student Success) to help you understand your academic progress and requirements your program of study. It does not replace meeting with your advisor to plan and formulate a schedule for progress toward your degree. Penguin PASS produces an audit of your completed work, requirements and in progress courses based on your declared major, minor and/or program and catalog year. Please refer to <https://ysu.teamdynamix.com/TDClient/2000/Portal/KB/ArticleDet?ID=133106> for additional guidance.

Retention

- Candidates who meet the Graduate College's requirements for "good standing" in the Graduate College may continue to enroll in the sequence of courses leading to graduation and licensure. Exceptions are as follows; SPSY 7500, SPSY 7501, SPSY 7502, SPSY 7503, SPSY 7504, SPSY 7505, SPSY 7506, SPSY 7507, and SPSY 7508. Candidates must meet minimum grade requirement of a "B" and receive competence level attainment in these courses in order to continue their enrollment in the normal sequence;
- Candidates must successfully pass (a) the Master's comprehensive exam, (b) the Ed.S. comprehensive exam, and (c) display appropriate dispositions;
- Candidates who fail to maintain academic records that meet the academic standards of the School Psychology Program and the College of Graduate Studies will be counseled into other fields;
- Discontinued candidates may submit an appeal to the program director. These will be responded to in writing by the program faculty;
- In situations where the course teaching responsibilities of two or more faculty are shared, the instructors' grading responsibilities will be clearly delineated at the beginning of the semester;
- When course activities (for example, SPSY 7504; 7505-Practicum) require the assistance of field supervisors, the role and responsibilities of the field supervisors will be described in writing. Special attention should be given to a description of the field supervisor's role, if any, in the determination of the candidates' grades;
- Violation of the APA/NASP Code of Ethics or YSU Student Code of Conduct will result in a review of the candidate's behavior and may result in candidate dismissal from the program.

Dismissal

The dismissal of a candidate from the YSU School Psychology Program is a serious event for both the candidate and the program faculty and represents the conclusion of the faculty that the candidate has not demonstrated an adequate level of competency in either academic or clinical skills, or in other critical areas of professional conduct. Recommendation for dismissal of a candidate by the program is generally the final outcome of informal and formal communications with the candidate regarding his or her unsatisfactory progress through the program or critical aspects of the program (i.e., practicum, assessment course sequence). The final decision regarding whether or not a candidate should be terminated from the program, or under what conditions a candidate who is making unsatisfactory progress in the program will be allowed to continue, is a decision that rests with the program faculty. The YSU School Psychology Program is committed to principles of fairness in the implementation of dismissal actions. Should a candidate choose to withdraw from the program or choose not to enroll in classes for a particular semester, the candidate should contact the program director for a face-to-face meeting. Failure to enroll in courses or attend classes by the typical university expected semester course enrollment cut-off date will be interpreted that the candidate has chosen to withdraw from the program (on a temporary or permanent level). Note: a temporary leave likely will delay progress in the program and possibly impact the availability of a funded internship experience through the Ohio Department of Education.

Reasons for Dismissal from the Program

A candidate's advancement through his or her academic program from one semester to the next is contingent upon satisfactory progress each semester. Advancement in the program is intended to guarantee that each candidate maintains adequate progress in gaining knowledge, skills, competencies, and behaviors required for graduation and professional practice. Program faculty formally reviews candidate progress once each academic year. This includes the Portfolio Review and review of any additional information brought to the attention of the program faculty. However, faculty retains the right and responsibility to review at any time any circumstances or candidate dispositions that could affect the candidate's status in the program. They also maintain the right to review at any time those competencies for individual professional practice that may impact whether a candidate should continue in the program. Finally, faculty has the right and responsibility to review (and take appropriate action regarding) a candidate whose behavior might threaten the welfare of a child, parent, teacher, or other clients.

The following are offered as examples of circumstances or performances that may be the basis for dismissal action:

- Failure to maintain minimum academic standards;
- Failure to achieve competence level in skill acquisition courses (e.g., assessment courses);
- Unsatisfactory performance in school psychology field-based experiences (e.g., practicum, internship, other arranged field experiences);
- Academic misconduct or dishonesty;
- Criminal conviction;
- Failure to comply with established university or program timetables and requirements;
- Unethical practices or unprofessional conduct;
- Failure to meet professional behavior standards (Dispositions);
- Cognitive, affective, and/or behavioral impairments that obstruct the training process and/or threaten the welfare of others;
- Inappropriate, immature, and unprofessional behavior or conduct displayed toward professors, fellow candidates, students, or clients;
- Failure to achieve skill level competence required in various school psychology coursework.

In consultation with the School Psychology Program faculty, a Professional Development Plan (PDP) may be created by faculty to assist a student who is not demonstrating satisfactory progress in the areas of academic and/or professional dispositions prior to dismissal. The PDP will have a specific timeline for developed expectations.

The following subsections are offered to clarify the above conditions for candidate's dismissal.

- Failure to maintain minimum academic standards. The College of Graduate Studies stipulates that candidates must achieve "A" or "B" grades to earn graduate credit in 6000 and 7000-level courses. No

more than nine hours of coursework with a grade C may count toward the minimum graduation requirements. Additionally, no course credit is given for grades below “C.” Within the School Psychology Program, candidates also must attain a competence level in each of several specific clinical courses (SPSY 7500, SPSY 7501, SPSY 7502, SPSY 7503, SPSY 7504, SPSY 7505, SPSY 7506, SPSY 7507, SPSY 7508, SPSY 7512, and SPSY 7513). Candidates achieving a “C” or lower in these courses are not judged competent in the skill areas and will be required to retake the course.

- “Incomplete” and “In Progress” grades are not permitted to accrue. More than one will be regarded as a reflection of the candidate’s inability to manage the course load requirements and may result in a recommendation for dismissal from the program, unless significant circumstances exist in the judgment of the program faculty to justify more than one course extension. Under no circumstances will a candidate be permitted to proceed with a practicum or internship placement until prerequisite coursework is satisfactorily completed.
- Unsatisfactory performance in school psychology practicum courses or internships. Upon the recommendation of the candidate’s clinical supervisor and a performance review by the program faculty, a candidate may be dismissed from the program for failure to meet the program’s expectations for the quantity or quality of clinical work or supervision during practicum, field experiences, or internships.
- Academic Dishonesty. Academic honesty is essential to the educational process and serves to protect the integrity of the University community. Therefore, all members of the University community have a responsibility of maintaining high standards of honesty and ethical practice. Cheating, plagiarism, and other forms of academic dishonesty constitute a serious violation of University conduct regulations. Students who engage in dishonest behavior in any form on examinations, papers, and course assignments, or who illegally possess examinations shall be charged with academic dishonesty. Furthermore, students shall not submit the work of someone else as their own or utilize ideas taken from other sources without properly citing the source. In addition, work completed in one course that is submitted in another course may constitute academic dishonesty. Student should consult with faculty member if they are not sure what may constitute as academic dishonesty. Students suspected of academic dishonesty shall be charged with a violation of University conduct regulations under Article IV, Section A.1. Cases of alleged academic dishonesty shall be resolved in the following manner:

Conference

- The faculty member should discuss the matter with the student as soon as possible following the alleged act of academic dishonesty that the student is suspected of committing;
- Following the initial discussion, the student shall be informed in writing of the allegations by the faculty member and requested to attend a conference with the faculty member and appropriate department chair;
- During the conference, the faculty member should discuss the allegations with the student and determine whether the student is responsible for the allegations. If the student is found to be responsible, the faculty member shall determine the sanction to be imposed. If the student is found not responsible, no further action is warranted;
- Prior to imposing the sanction, the faculty member shall communicate with the Student Conduct Administrator to determine if the student has been involved in any previous academic dishonesty violations;
- The faculty member may impose one or more of the following sanctions:
 - Warn the student,
 - Submit an “F” grade on the exam or paper,
 - Submit an “F” grade for the course; and/or,
 - Request additional action from the Student Academic Grievance Subcommittee;
- The faculty member must file a Report of Academic Dishonesty if options 2 through 4 are imposed. The Student Conduct Administrator will then notify the student in writing of the decision as well as create a student conduct file which shall be kept confidential to the extent allowed by law;
- In cases where a student is found responsible for an incident of academic dishonesty that is serious, flagrant, or repeated, the student may also be referred to the Student Academic Grievance Subcommittee for consideration of additional action, including suspension and expulsion;
- Following the conference, the accused student has the right to file a grievance and request that the case be reviewed by the Student Academic Grievance Subcommittee.

Hearing

- Cases of academic dishonesty referred for a hearing shall be heard by the Student Academic Grievance Subcommittee. The Student Academic Grievance Subcommittee shall consist of two faculty members, two students, and one administrator who will chair the hearing;
- Hearings for academic dishonesty before the Student Academic Grievance Subcommittee shall follow the procedures outlined in Article VII, Section D.2;
- The Student Academic Grievance Subcommittee may impose any of the sanctions outlined in Article VII, Section E;
- A decision of the Student Academic Grievance Subcommittee may be appealed following the procedures outlined in Article IX, Section B.3.

Criminal conviction.

A candidate whose conduct, within or outside of the program, has resulted in the conviction of a crime, even if it would not preclude licensure in Ohio as a school psychologist, may be recommended for dismissal from the program by action of the faculty.

Unethical practices and/or unprofessional conduct.

Candidates are referred to the APA Ethical Principles of Psychologists and the Code of Conduct (APA, 2017); and the National Association of School Psychologists Principles for Professional Ethics (NASP, 2020).

Cognitive, affective, and/or behavioral impairments that obstruct the training process and/or threaten the welfare of others.

Candidate conduct, which in the opinion of the faculty and/or candidate's supervisors, is the result of cognitive, affective, or behavioral impairment and which obstructs, interferes with or threatens the training of fellow candidates or the welfare of candidates, faculty, or supervisors may result in dismissal from the program or referral for remediation. In the case of referral for remediation, the candidate may be asked or required to withdraw from classes and may be placed on a leave of absence from the program until such time as the candidate is able to demonstrate to the satisfaction of the faculty that he/she is able to return to the program without impairment. Examples of impairment having the potential for candidate dismissal or referral include but are not limited to: substance abuse; dual relationships, significant passive-aggressive behavior; anti-social behavior; lying or misrepresenting oneself to school personnel, candidates, parents, or supervisors; and practicing outside of one's area(s) of competency.

Remediation of Professional or Disposition Skill Deficits.

Candidates requiring remediation in basic skills (e.g., writing) or counseling services (e.g., time management, stress management, interpersonal skills) shall be referred by any program faculty member, in consultation with the program director, to appropriate services available on campus. It is the candidate's responsibility to utilize these services until a level of competency is reached and agreed to by the program director and faculty.

Note: These procedures are intended to provide clarity to existing applicable University, College, and School policies. They are not meant to interfere with, replace, or supersede the existing department, college, and university selection and retention procedures.

Professional Counseling Services for Students

At times it may become apparent that an individual's personal unresolved emotional issues are interfering with performance. In such cases, the faculty will inform the student of their observations and may suggest the student seek professional help in working through such issues. The department will offer referrals; it is not appropriate for department faculty to provide counseling services to students. The University provides counseling services through the Student Counseling Center. For additional information regarding these and other services provided by this office, contact them at (330) 941-3737.

Student Rights and Responsibilities

Any student believing that he or she has been discriminated against or treated unjustly by the University, or by any faculty member, may wish to consult *The Code: A Handbook of Student Rights, Responsibilities, and Conduct*, which has been developed by Youngstown State University to provide outlines for due process on any grievances or complaints. *The Code* is available on the YSU website. Candidates are expected to follow *The Code* during all stages of the program: <https://ysu.edu/student-conduct/student-code-conduct>.

Attendance/Punctuality

Students are expected to attend classes on time and return from breaks as directed by the course instructor. Students are expected to attend classes, complete all assignments and participate in class discussions and activities. Advanced notice to your instructor of any planned absences is expected. Unexcused absences in excess of one class may result in a drop of one letter grade. If it is necessary to be absent from class, it is the student's responsibility to obtain information that was covered, and to make sure all assignments are turned into the instructor on time. Students are responsible for all information if you do miss a class. Students may want to check their schedule for any employment or personal conflicts that would prohibit them from participating fully in the courses they take.

Class Participation

Participation and attendance are essential components of the classes in this program. Students are expected to come to class fully prepared, and actively participate in class activities and discussions. During class, students will be provided with opportunities for dialogue, questions, and interactions related to the class material. Students will be free to share personal thoughts, feelings, and opinions regarding in class topics. Consequently, students are required to demonstrate respect for others, professionalism, and preparedness that is necessary within a school psychology environment.

Canceling Classes Due to Weather

During winter months, classes may be held virtually (via Webex) or cancelled due to a weather emergency. Please check your YSU email accordingly. WYSU-FM 88.5 (Ashtabula 90.1, New Wilmington 97.5) radio is the official source regarding information about the cancellation of classes and University operations. Students should tune in WYSU-FM on the hour and half-hour for University information. WYSU-FM (88.5) radio is the official source of information; you may also call the campus emergency information number at 330-941-2222 or visit the University homepage at www.ysu.edu.

Professional Associations

Students are expected to develop a professional identity through membership in a variety of professional organizations. All are encouraged to consider membership in one or more of the professional organizations such as: the National Association of School Psychologists (NASP) and the Ohio School Psychologists Association (OSPA). It is expected that all YSU School Psychology Students hold a student membership in OSPA.

Required Clearances and Pre-Service Teacher Permit

All candidates are required to complete a BCI background check (Ohio Bureau of Criminal Investigation, Code 5104.013 – Employee) and an FBI background check (Code CCDBG – Employee). These clearances are mandated for participation in educator preparation programs and field-based experiences in Ohio.

Candidates completing field placements in Pennsylvania must complete additional clearance requirements established by the Pennsylvania Department of Education. In addition to the Ohio background checks noted above, students are responsible for obtaining all Pennsylvania-mandated clearances prior to beginning of any field-based experience taking place in Pennsylvania. Information regarding required clearances and application procedures is available through the Pennsylvania Department of Education at <https://www.pa.gov/agencies/education/programs-and-services/educators/clearances>.

Candidates who fail to complete and submit the required background checks will receive an Incomplete (INC) grade in their SPSY courses until all documentation has been received and approved.

Candidates are also required to obtain a 3-Year Pre-Service Teacher Permit. This permit is issued by the State Board of Education and is required for candidates enrolled in educator preparation programs prior to entering school-based placements. Candidates are responsible for applying for the permit in a timely manner. Detailed application instructions, including the CORE User Manual and frequently asked questions, are available through the department office. Failure to obtain the Pre-Service Teacher Permit may delay or prevent participation in required field experiences.

YSU E-Mail

Each student at YSU has access to an individual E-mail account through the university e-mail system. All students are expected to activate this e-mail account and to check messages on a regular basis. Students will be held responsible for accessing any e-mail sent out by the school psychology program faculty.

School Psychology Program Website

Most program materials and updated information are available in the YSU web site at:

M.Ed. Intervention Services:

<http://catalog.ysu.edu/graduate/graduate-programs/master-education-intervention-services/>

Ed.S. School Psychology:

<http://catalog.ysu.edu/graduate/graduate-programs/educational-specialist-school-psychology/>

Graduation

Candidates must complete all requirements for the Master's degree (including passing the comprehensive exam) prior to entering their second year Ed.S and practicum courses;

For the Ed.S. degree, candidates must complete all course requirements, pass the Ed.S. Comprehensive Exam and Praxis Specialty Test for School Psychologists (according to ODE guidelines), and display appropriate dispositions necessary for the field of school psychology.

Licensure

School Psychology Candidates will be recommended for ODE licensure by the program director and faculty to the BCLASSE Dean or his/her designee when they successfully complete all program requirements. This includes: (1) complete the requirements and intern competencies for all internship courses and (2) obtain a passing score on the Praxis Specialty Test for School Psychologists (minimum score set forth by Ohio Dept. of Education for state license eligibility).

Recommendation for licensure will be made to the program director by the university intern supervisor in collaboration with the intern field supervisor. In cases where agreement is not evident, the program faculty will conduct a review before making a final recommendation to the Dean.

Additional Information

When registering or planning to register for classes which require an override for registration, please contact the department Administrative Assistant or talk with the student assistant to find out if there is an opening in these courses. If you should change your mind after obtaining a permit or after registering for one of these classes, *please* notify the department staff so that another student may be allowed to enroll in your place. This will also help the Department in efficient course scheduling.

Please be reminded that the *YSU Graduate Bulletin* states that:

- "All coursework, including transfer credits, offered in fulfillment of the minimum credit hour requirement for the degree, all comprehensive exams, and thesis (if required) must have been taken within the *six-year* period immediately preceding the date on which the last requirement is completed." All requests for transfer of graduate credit must be made during your *first* semester after admission.
- "Graduate students who fail to take courses or otherwise fail to pursue their graduate education for *two years* will be readmitted only under regulations in force at the time of re-application and after review by the department for approval of the readmission."
- Application for graduation must be made during the first week of the semester in which you plan to graduate. Failure to apply for graduation will result in a delay in graduation and may impact immediate continuation in the program. MEd Candidates should apply for Summer graduation.
- All papers submitted for courses should be written and documented in APA style and should be duplicated, with the original submitted to the instructor and a copy retained by the student. In the event of a lost or damaged paper, the student may be required to submit a copy of the original.

**BEEGHLY COLLEGE OF EDUCATION
YOUNGSTOWN STATE UNIVERSITY**

MASTERS OF EDUCATION IN INTERVENTION SERVICES DEGREE

REQUIRED COURSES:

SPSY 6906	Role and Function of the School Psychologist	3
SPSY 6905	Equitable Practices in Diversity and Inclusion	3
SPSY 6909	Identification and Support for Students with Disabilities	3
COUN 6962	Counseling Theory	3
PSYC 6905	Principles of Development for School Psychology	3
SPSY 6912	School-Based Multi-Tiered Systems of Support	3
SPSY 6902	Ecological School-Based Observation and Practice	3
COUN 6973	Group Counseling Theory and Practice	2
COUN 6973L	Group Counseling Theory Lab	1
SPSY 6901	School Consultation	3
SPSY 6904	Crisis Prevention and Response	3
SPSY 6908	Research Design and Statistics for School Psychology	3
COUN 6900	Counseling Methods and Practice	3
PSYC 6955	Psychopathology	3
SPSY 6907	Psycho-Educational Assessment Practices in the Schools	3
SPSY 7509	Family, School, & Community Systems	3
	TOTAL	45

COGNATE ELECTIVES CAN BE CHANGED IF APPROVED TO BEST MEET THE UNIQUE NEEDS OF STUDENTS.

** Requirements reflected on this check sheet are accurate as of the date of printing. However, program changes occur periodically and newly approved requirements may not be listed. Should you have any questions, please consult your advisor.*

**BEEGHLY COLLEGE OF EDUCATION
YOUNGSTOWN STATE UNIVERSITY**

EDUCATIONAL SPECIALIST DEGREE

REQUIRED COURSES:

SPSY 7490	Advanced Study and Practicum in Autism Spectrum Disorders	3
SPSY 7500	Dynamic Assessment I	3
SPSY 7501	Dynamic Assessment Practicum in School Psychology I	3
SPSY 7502	Cognitive Ability, Observations Practicum I	2
SPSY 7503	Dynamic Assessment II	3
SPSY 7504	Behavior Assessment/Intervention Practicum	3
SPSY 7505	Academic Assessment/Intervention Practicum	3
SPSY 7506	Behavior Assessment Practicum II	3
SPSY 7507	Principles of ABA in School Psychology	3
SPSY 7508	Principles of Neuropsychology for the School-Based Setting	3
SPSY 7510	Prof. Dev. Seminar in School Psychology: Internship Prep.	1
SPSY 7511	Professional Issues in School Psychology	3
SPSY 7512	Internship/Supervised Experience I	6
SPSY 7513	Internship/Supervised Experience II	6
SPSY 7515	Advanced Seminar in School Psychology I	3
SPSY 7516	Advanced Seminar in School Psychology II	3
TOTAL		51

The **Praxis Exam in School Psychology** is required by the YSU School Psychology Program (minimum passing score required for Ohio School Psychologist License Required).

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MASTERS OF EDUCATION IN INTERVENTION SERVICES DEGREE COURSE SEQUENCE

Summer (First Year)

Course Number	Course Name	Semester Hours	Semester Usually Offered
SPSY 6906	Role and Function of the School Psychologist	3	Academic Year I; Summer II
SPSY 6908	Research Design and Statistics for School Psychology	3	Academic Year I; Summer II
SPSY 6905	Equitable Practices in Diversity and Inclusion	3	Academic Year I; Summer II
	TOTAL HOURS	9	

Fall

Course Number	Course Name	Semester Hours	Semester Usually Offered
SPSY 6909	Identification and Support for Students with Disabilities	3	Academic Year I; Fall
COUN 6962	Counseling Theory	3	Academic Year I; Fall
PSYC 6905	Principles of Development for School Psychology	3	Academic Year I; Fall
SPSY 6901	School Consultation	3	Academic Year I; Fall
	TOTAL HOURS	12	

Spring

Course Number	Course Name	Semester Hours	Semester Usually Offered
SPSY 6902	Ecological School-Based Observation and Practice	3	Academic Year I; Spring
COUN 6973	Group Counseling Theory and Practice	2	Academic Year I; Spring
COUN 6973L	Group Counseling Lab	1	Academic Year I; Spring
SPSY 6912	Multi-level Tier Intervention across General Education and Special Education Programming	3	Academic Year I; Spring
PSYC 6955	Psychopathology	3	Academic Year I; Spring
	TOTAL HOURS	12	

Summer (Second Year)

Course Number	Course Name	Semester Hours	Semester Usually Offered
SPSY 6904	Crisis Prevention and Support	3	Academic Year II; Summer I
COUN 6900	Counseling Methods & Practice	3	Academic Year II; Summer I
SPSY 6907	Psycho-Educational Assessment Practices in the Schools	3	Academic Year II; Summer II
SPSY 7509	Family, School, & Community Systems	3	Academic Year II; Summer II
	TOTAL HOURS	12	

EDUCATIONAL SPECIALIST DEGREE COURSE SEQUENCE

Practicum Year:

Fall Semester

Course Number	Course Name	Semester Hours	Semester Usually Offered
SPSY 7500	Dynamic Assessment I	3	Academic Year II; Fall
SPSY 7501	Dynamic Assessment Practicum in School Psychology I	3	Academic Year II; Fall
SPSY 7502	Cognitive Ability, Observations Practicum I	2	Academic Year II; Fall
SPSY 7506	Behavior Assessment Practicum II	3	Academic Year II; Fall
SPSY 7507	Principles of ABA in School Psychology	3	Academic Year II; Fall
	TOTAL HOURS	14	

Spring Semester

Course Number	Course Name	Semester Hours	Semester Usually Offered
SPSY 7503	Dynamic Assessment II	3	Academic Year II; Spring
SPSY 7504	Behavior Assessment/Intervention Practicum	3	Academic Year II; Spring
SPSY 7505	Academic Assessment/Intervention Practicum	3	Academic Year II; Spring
SPSY 7508	Principles of Neuropsychology for the School-Based Setting	3	Academic Year II; Spring
	TOTAL HOURS	12	

Summer (Third Year)

Course Number	Course Name	Semester Hours	Semester Usually Offered
SPSY 7490	Advanced Study and Practicum in Autism Spectrum Disorders	3	Academic Year III; Summer I
SPSY 7510	Professional Development Seminar in School Psychology: Internship Preparation	1	Academic Year III; Summer I
SPSY 7511	Professional Issues in School Psychology	3	Academic Year III; Summer I
	TOTAL HOURS	7	

INTERNSHIP COURSE SEQUENCE

Fall Semester

Course Number	Course Name	Semester Hours	Semester Usually Offered
SPSY 7512	Internship/Supervised Experience I	6	Academic Year III; Fall
SPSY 7515	Advanced Seminar in School Psychology I	3	Academic Year III; Fall
TOTAL HOURS		9	

Spring Semester

Course Number	Course Name	Semester Hours	Semester Usually Offered
SPSY 7513	Internship/Supervised Experience II	6	Academic Year III; Spring
SPSY 7516	Advanced Seminar in School Psychology II	3	Academic Year III; Spring
TOTAL HOURS		9	