Psychology - School Psychology, M.A.

The School Psychology Major at UCO is a NASP accredited program leading to state and national certification as a specialist-level school psychologist. There are two options. The M.A. in School Psychology option leads to a master's degree and culminates in a 1,200 clock hour (6 credit hour) internship. Students earn the College of Education Advanced Studies in School Psychology certificate and are eligible to sit for the national exam to become a National Certified School Psychologist (NCSP). The Advanced Studies option is available to those currently holding an earned graduate degree in a related field who wish to pursue state and/or national certification in school psychology. Both M.A. in School Psychology and Advanced Studies candidates complete the same 62 credit hour program. Advanced Studies candidates may apply to have courses from their previous graduate degree substitute for coursework in the 62 credit hour school psychology program if the course meets the equivalency and recency requirements set by the UCO school psychology board. Courses submitted for equivalency must be accompanied by a catalog description and a syllabus from the institution where the course was taken.

The School Psychology Program at the University of Central Oklahoma is designed to prepare school psychologists who work at the specialist level with children, youth, and families to prevent and solve individual, school and family-related problems. At UCO, school psychology is viewed as a specialty within the area of psychology. Our philosophy is that all children and youth have a right to maximize their personal potential, gain social competencies, and accomplish meaningful goals. We believe that prevention is the best intervention; however, when problems arise, we believe that problem solving must occur in the full light of cultural, ethnic, and family diversity with particular attention given the culture of the school in which the problem exists.

The program emphasizes utilizing the full range of psychological services in schools and school-related mental health settings. The school psychologist's role is viewed as one that includes the prevention, assessment, and remediation of child and adolescent learning behavior problems through direct and indirect services. Training is broad and provided in the context of research and highest ethical standards and adheres to the conceptual framework of the College of Education. (Program objectives are based on the NASP domains National Association of School Psychologists standards for training and practice.) School Psychology is accredited by NASP.

Program Objectives

1. Use several models and methods of assessment in order to identify individual and group strengths and needs and use these models and methods as part of a systematic data collection system for evidence-based decision making.
2. Collaborate effectively with others in planning and making decisions at the individual, group, and system levels using consultation and collaboration models best suited to the situation at hand.
3. Work collaboratively with others in developing appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs and evaluate the effectiveness of selected interventions.
4. Use knowledge of human developmental processes to collaboratively assess and design services that will enhance the behavioral, affective, adaptive, and social skill development of students of varying abilities, disabilities, strengths, and needs as well as implement and evaluate those services.
5. Demonstrate the sensitivity and skills needed to work within various school cultures and with individuals of diverse characteristics and implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.
6. Integrate knowledge of schools, regular, and special education services as well as other service delivery systems to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.
7. Use knowledge of human development, psychopathology, and associated biological, cultural, and social influences on human behavior to provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of all students.
8. Work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families by using knowledge of family systems and service delivery methods that combine home, school, and community resources.
9. Evaluate research across all the fields that impact school psychology and translate good research into practice, and be able to plan and conduct investigations and program evaluations needed to improve services.
10. Represent the profession of school psychology by understanding the history and foundations of the profession; knowing various service models and methods, continually upgrading professional knowledge, and maintaining a posture of practice that maintains the highest ethical, professional, and legal standards.

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Admission Requirements

Submit the following items to:
Jackson College of Graduate Studies
100 N. University Drive, NUC 404
Edmond, OK 73034

• Online application for admission (www.uco.edu/graduate/).
  Application deadlines: January 15 for fall admission.

• Official copies of undergraduate and graduate transcripts from
each institution attended with all degrees posted. All transcripts
must be from accredited institutions. Undergraduate transcripts
must show:
  ◦ A minimum 3.00 GPA overall or 3.00 GPA in the last 60
    hours attempted.
  ◦ Preferred completion of PSY 3713.

• Students with a native language other than English must submit
evidence of English language proficiency. See Admission to
Graduate Studies - English Language Proficiency (p.15).

• A GRE score of at least 290 on the combined verbal reasoning
  and quantitative sections and a minimum of 3.5 on the analytical
  writing section.

• Three (3) letters of recommendation (individually sealed in
  separate envelopes with recommender’s signature on back
  flap).

• A completed School Psychology application.
  *Students falling below these standards may qualify
  for conditional admission. See Admissions to Graduate
  Studies (p.13).

Other Requirements

• Plan of Study. Upon acceptance into the program, each student
  must meet with an advisor in the school psychology program
  and complete a plan of study. Each student must then file it
  with the Psychology Department and subsequently with the
  Jackson College of Graduate Studies. The plan must be signed
  and dated by the student and the graduate program advisor
  before it can be considered official.

• Academic Standards. Meet the following course work
  standards.
  ◦ Overall GPA of 3.00 or higher.
  ◦ No more than six hours of “C”.
  ◦ No more than six advisor-approved hours from traditional
    correspondence courses.

• Final Requirements. Apply for graduation through the JCDS by
  advertised deadline.

• Prior to internship, the student must take and pass either the
  Oklahoma school psychology exam or the National (NCS) school
  psychology exam.

Graduation Requirements

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<td>Experimental Design</td>
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<td>Child &amp; Adolescent Counseling</td>
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<td>Intro to School Psych Services</td>
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<td>Diagnostic Testing Techniques</td>
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<td>ABA I: Foundations in Behavior Analysis</td>
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<td>ABA II: Application of Techniques in ABA</td>
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<td>ABA III: Topics in Applied Behavior Analysis</td>
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<td>ABA IV: Single Subject Design</td>
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<td>Ethical Conduct &amp; Principles of ABA</td>
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<td>5883</td>
<td>School Based Psycho-Educational Intervention</td>
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<td>Consultation in School Psychology</td>
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TOTAL HOURS REQUIRED ........................................ 62 HOURS