

SCHOOL PSYCHOLOGY (SPSY)

SPSY 502 Learning Disabilities & Neurology

This course emphasizes basic knowledge of bio-neurology as it pertains to learning disabilities. A balance of theoretical background and current research will be studied. May be taken for letter grade only. Not challengeable.

Semester Hours: 3

SPSY 510 School Psychology Practicum I

Prerequisite: CBEST Passage or equivalent

This course provides first-year candidates an opportunity to establish professional identity as a school psychology trainee through engagement in professional preparatory activities. Practicum activities include developing knowledge and application of entry level competencies. Credit/No Credit only. Not challengeable.

Semester Hours: 1

SPSY 511 Legal and Ethical Foundations in School Psychology

This course will engage candidates in examining the values, ethics, and legal issues affecting professional practice in school psychology. Candidates will practice applying ethical principles and legal mandates and begin establishing a process for using ethical decision-making models to evaluate and choose among alternatives in a manner consistent with professional and ethical principles. Candidates gain familiarity with professional ethics (NASP, CASP, APA), state, federal laws, and regulations pertinent pupil rights in K-12 education. The legal implications and applications of due process and legal requirements are emphasized. Letter grade only. Not challengeable.

Semester Hours: 3

SPSY 512 Counseling Theory: Developmental & Biological Foundations

This course provides candidates with an examination of the varied counseling theories and techniques used by school psychologists. An introduction to the major theoretical approaches for counseling, typical and atypical development across the lifespan, and cognitive models are introduced and address the variety of counseling roles and functions school psychologists play in K-12. Important developmental concepts, counseling principles, models, and best practices are discussed and studied, inclusive of their appropriateness for working with culturally diverse students. Letter grade only. Not challengeable.

Semester Hours: 3

SPSY 513 Diversity, Equity, and Inclusion in School Psychology

School Psychologists are required to be knowledgeable and utilize skills to address the diversity represented among the students and families in the communities they serve. This course supports candidates in developing a multicultural strengths-based perspective by becoming aware of their own cultures, the nuances of other cultures, counseling considerations and perspectives when working with individuals from diverse social and cultural backgrounds. Emphasis is placed on understanding tenets of social justice, microaggressions, cultural capital, implicit bias, socialization cycles, and multi-tiered systems of support to deliver school psychology services and develop practices which encourage social/emotional and academic success for diverse populations including, but not limited to, racial/ethnically diverse, individuals with disabilities, social, and economically disadvantaged, LGBTQ+ , undocumented, religious minority and foster and homeless youth. Letter grade only. Not challengeable.

Semester Hours: 2

SPSY 514 Professional Practice Foundations of the School Psychology Leader

This course is designed to orient candidates to the professional identity and practice of school psychology. Candidates are introduced to the history of school psychology, professional roles of school psychologists, school systems, family-school-community collaboration, and service delivery models. An examination of current educational and cultural issues and standards of professionalism that influence the practice of school psychology is introduced. Practices that support successful school psychologist leadership are incorporated into the instruction. Letter grade only. Not challengeable.

Semester Hours: 2

SPSY 520 School Psychology Practicum II

Prerequisite: CBEST passage or equivalent, and completion of SPSY 510
This course provides first-year candidates an opportunity to establish professional identity as a school psychology trainee through engagement in professional preparatory activities. Practicum activities include developing knowledge and application of entry level competencies. Credit/no credit only. Not challengeable.

Semester Hours: 1

SPSY 521 Intro to Psychoeducational Assessment

Prerequisite: Completion of SPSY 512

This course is the first in a series of three courses structured to develop competence in the assessment of school-age children. Candidates become aware of the multifaceted nature of human intelligence, research and theory regarding the development and measurement of human intellectual ability, and of the construction, uses, and limitations of assessment tools and methods. Emphasis is placed on the administration, scoring, and understanding of cognitive assessment batteries. Candidates will apply this knowledge to practice and produce professionally written psychoeducational reports (4). Cognitive assessment with concern for cultural and linguistic issues will also be discussed. Letter grade only, Not challengeable.

Semester Hours: 3

SPSY 522 Psychopathology & Social Emotional Learning

This course provides a systematic introduction to the understanding, assessment of and evidenced-based interventions for children with emotional and behavioral problems. Candidates will delve into learning the psychological disorders of children and a developmental based approach will be used to present the impact of psychopathology on children in educational settings. Case studies will be used to explore evaluation of typical and atypical development, social, emotional, cognitive and the behavioral difficulties most commonly encountered in the delivery of school psychological services. Social emotional learning strategies to address and instruments constructed to examine psychological and social emotional learning issues will be studied. Letter grade only. Not challengeable.

Semester Hours: 3

SPSY 523 Individual Counseling Children & Adolescents

This course introduces theoretical and skill-based counseling approaches. It focuses on building relationships, reflecting empathy, and prioritizing concerns to facilitate services that support student social emotional learning, socialization, mental health, and academic success. Candidates develop proficiency in basic counseling attending and response skills and utilization of techniques across various theoretical orientations in addition to understanding the role of cultural diversity in the application of skills. Essential counseling skills are developed through engagement in experiential learning activities. Letter grade only. Not challengeable.

Semester Hours: 2

SPSY 524 Group Counseling: Intervention & Strategies

Prerequisite: Completion of SPSY 523

This course focuses on developing essential skills for designing and delivering small group counseling intervention in schools. Candidates will learn theoretical and skill-based approaches and techniques, pertaining to group counseling processes. Leader/facilitator skills and engagement strategies will be practiced through participation in role plays and engagement with class members. Candidates observe, participate in, and conduct groups composed of class members and observed by an experienced group supervisor. The impact of culture, gender, ethnicity, and other factors of diversity will be considered in the context of the group process. Letter grade only. Not challengeable.

Semester Hours: 2

SPSY 528 Multi-tiered Interventions & Instructional Supports

This course provides candidates with an overview of instructional strategies, assessments, and evidenced-based interventions to support K-12 general and special education student academic success in the core curriculum. Foundations of curriculum-based assessment, instructional strategies, patterns of strength and weakness (PSW) and response to intervention (RTI) will be reviewed in the context of student achievement with emphasis on techniques in teaching reading, written language, and math. The importance of cognitive processes, and their association to the identification and prevention of skill deficits are examined. The course includes using data in the development of relevant Individual Education Programs (IEP) and improving outcomes for all students. Letter grade only. Not challengeable.

Semester Hours: 3

SPSY 529 Psychoeducational Assessment, Measurement, & Testing

This course helps candidates understand and interpret measurement techniques, and state- and nation-wide assessments used in public schools at all grade levels. Course content includes the role of measurement and assessment in pupil personnel services, test validity and reliability, portfolio assessment procedures, special education testing, interpreting test data, and elementary statistics. Emphasis is on helping candidates use measurement and assessment data to promote positive programs and outcomes for students. Letter grade only. Not challengeable.

Semester Hours: 2

SPSY 530 School Psychology Practicum III

Prerequisite: CBEST passage or equivalent, and completion of SPSY 510 and SPSY 520

This course provides candidates with an opportunity to apply professional and accreditation standards. Supervisory discussions and course activities emphasize best practices in the field, ethical responsibilities, culturally appropriate service delivery of assessment/evaluations, consultation, and mental health support services. In addition, candidates will participate in assessments, deliver supervised mental health interventions/supports, and engage in consultation practices that address student achievement, counseling, learning strategies and/or behavioral difficulties. The focus for the course is to increase understanding of problem solving and to prepare trainees for more independent work required during the Internship training. Credit/no credit only. Not challengeable.

Semester Hours: 1

SPSY 531 Psychoeducational Assessment & Achievement

Prerequisite: Completion of SPSY 521

This course is the second in a series of three courses structured to develop competence in the assessment of intelligence, processing abilities, social-emotional functioning, and achievement in school-aged children. Emphasis is placed on administering a full assessment battery, diagnosing eligibility conditions, and completing comprehensive psychoeducational reports (4) that integrate results from those measures with observation, interview, and developmental background data. Candidates receive extensive feedback on test administration/scoring/ interpretation accuracy, writing clearly and objectively, and the application of data to presenting challenges. The opportunity for practice in developing appropriate recommendations/interventions and accurately communicating the results of assessments in meetings is also emphasized. Letter grade only. Not challengeable.

Semester Hours: 3

SPSY 532 Consultation, Collaboration & Partnerships in Schools**Prerequisite:** Completion of SPSY 512, SPSY 523, and SPSY 524

This course focuses on theories, models, and processes of consultation to develop beneficial collaboration between families and schools. Methods, strategies and skills to effectively facilitate the consultative relationship in school settings will be examined. Candidates will learn and apply skills to facilitate groups and coordinate consultation services for families, staff, individual students and schools with diverse characteristics, cultures, and backgrounds across multiple contexts. Emphasis will be placed on applying consultative techniques to facilitate family and school partnerships in creating equitable, evidenced-based interventions and preventative education support services to improve academic, behavioral, and social-emotional outcomes for children and the communities served. Letter grade only. Not challengeable.

Semester Hours: 3**SPSY 533 Crisis Intervention & Healing Centered Practices**

This course provides a foundational understanding of crisis response, trauma and school safety. Course focus will be on methods, strategies, materials, related theoretical concepts, healing centered practices, and prevention and intervention strategies that support students, families, and the community. Candidates will be introduced to NASP's PREPaRE model of crisis prevention, intervention/postvention and involvement in crisis response teams will be highlighted. In addition, course discussions regarding culturally appropriate practices, legal, and ethical issues related to crisis and trauma are included. Understanding current issues in prevention, intervention/postvention such as trauma, violence, child abuse, gang activity, bullying, conflict, depression, suicide, and substance abuse, and are also examined. Letter grade only, Not challengeable.

Semester Hours: 2**SPSY 534 Neuropsychology of Learning Disabilities**

This course serves as an introduction to neuropsychology with emphasis on theories of learning, thinking, and standardized assessment tools. Theoretical background, current research, and review of pertinent assessment measures will be used to support candidate understanding of important terminology, and basic areas and functioning of the brain related to learning and learning disabilities. A balance of theoretical background and current research will be studied. Letter grade only. Not challengeable.

Semester Hours: 2**SPSY 535 Child Psychopathology**

This course increases the student's knowledge and understanding of the various psychological disorders of childhood. A developmental approach used in presenting the impact of psychopathology on the child and adolescent's success at school. May be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Audit**Semester Hours:** 3**SPSY 540 School Psychology Practicum IV****Prerequisite:** CBEST passage or equivalent, and completion of SPSY 510, SPSY 520, and SPSY 530

This course is a continuation of SPSY 530 and provides candidates with an opportunity to apply professional and accreditation standards. Supervisory discussions and course activities emphasize best practices in the field, ethical responsibilities, culturally appropriate service delivery of assessment/evaluations, consultation, and mental health support services. In addition, candidates will participate in assessments, deliver supervised mental health interventions/supports, and engage in consultation practices that address student achievement, counseling, learning strategies and/or behavioral difficulties. The focus for the course is to increase understanding of problem solving and to prepare trainees for more independent work required during the Internship training. Credit/no credit only. Not challengeable.

Semester Hours: 1**SPSY 541 Advanced Psychoeducational Assessment****Prerequisite:** Completion of SPSY 521 and SPSY 531

This is the final course in a three-assessment course sequence. This course is designed to augment and expand the candidate's skills in the assessment and diagnosis of disabling conditions according to state and federal guidelines through creating integrated psychoeducational evaluation reports. Candidates utilize a wide variety of assessment tools in the assessment of intelligence, processing abilities, adaptive behavior measures, and social-emotional scales to evaluate academic, behavioral and emotional disorders, learning disabilities, and the assessment of low incidence populations. Additionally, focus is on refining candidate experience with developing interventions and recommendations for the Individualized Education Plan (IEP) based on assessment data and gain experience in communicating the results of assessments to diverse audiences. Letter grade only. Not challengeable.

Semester Hours: 3**SPSY 542 Behavioral Analysis & Classroom Intervention**

This course examines the implementation of positive behavior supports based on principles of applied behavioral analysis. It provides an overview of the basic doctrines of Applied Behavior Analysis (ABA) and candidates will gain experience applying behavior analytic principles in addressing academic and behavior challenges among children and adolescents. Focus will be placed on the process of implementing a functional behavioral analysis in order to promote academic success, socialization, and development of life skills. Legal frameworks and skills essential to developing positive behavioral intervention supports in partnerships with educators and families are investigated. Letter grade only. Not challengeable.

Semester Hours: 3

SPSY 543 Diversity in Assessment, Evaluation, and Intervention

This course introduces candidates to the historic views of intelligence, laws, ethics, and current factors impacting the learning of culturally and linguistically diverse (CLD) students. Emphasized is the equitable and nonbiased use of individualized assessment instruments and an understanding of the responsibilities associated with culturally competent assessment. Candidates gain information commensurate with professionalism in the field through knowledge of assessment practices/models, language acquisition theory, data-based decision making and intervention planning skills in a multicultural context. Issues of educational equity and inequality will be reviewed. Letter grade only. Not challengeable.

Semester Hours: 2

SPSY 544 Foundations & Principles of Applied Behavior Analysis

This course provides candidates with a thorough overview of the philosophy, assumptions, characteristics, and goals of applied behavior analysis (ABA). Topics of study will include the history and defining features of a ABA (i.e., processes, concepts, and terminology in ABA) as well as the role of basic principles in producing socially meaningful behavior change. application of ABA to the field of education is highlighted. The focus of this course is to provide advanced training, as well as proactive and scientific-based approaches to behavior management, and behavioral aspects of education. Letter grade only. Not challengeable.

Semester Hours: 2

SPSY 547 Introduction to School Psychology

This course provides school psychology candidates with the basic knowledge specific to the professional specialty of school psychology. May be taken for letter grade only. Not Challengeable.

Grade Mode: Letter, Audit

Semester Hours: 3

SPSY 548 Program Planning & Evaluation

Prerequisite: Completion of or concurrent enrollment in SPSY/EDUC 586A

This course provides an understanding of the school as an organizational system, how to plan and evaluate programs and policies that create safe environments, and promote student learning. May be taken for letter grade only. Not Challengeable.

Grade Mode: Letter, Audit

Semester Hours: 3

SPSY 549 Counseling and Psychological Theories

This course presents and examines various classical theorists of counseling that forms the foundation for the work of the school counselor/school psychologist. The major theories are studied from both a historical and current application viewpoint. New theories are also covered as well as ethical and diversity issues. May be taken for letter grade only. Not challengeable.

Semester Hours: 3

SPSY 550 Fieldwork Supervision in School Psychology I

Prerequisite: Completion of SPSY 510, SPSY 520, SPSY 530, and SPSY 540

This course provides candidates with the first semester of 600 hours of supervised field work in school and/or community settings. The course provides supervised guidance and opportunities for candidates to exercise skills in collaboration and consultation, wellness promotion, counseling and crisis intervention, individual assessment, educational planning and evaluation, program planning and evaluation, and research and measurement. Candidates will apply professional, legal, ethical and accreditation standards to the fieldwork/internship setting. Supervisory discussions and course activities focus on ethical responsibilities, culturally appropriate service delivery and advocacy. Candidates will engage in practices to develop and deliver components of a comprehensive school psychologist service delivery model. Credit/no credit. Letter grade only.

Semester Hours: 3

SPSY 556 Data, Research & Program Evaluation

This course is designed to engage candidates in the use of action research as a method of program evaluation. The course applies quantitative and qualitative research design, action research, literature review, and evaluation of educational challenges faced at school sites. Utilizing data and information from the school sites, candidates will develop an action research topic, literature review, and execute a relevant, site-based project that will promote learning and enhance positive educational outcomes for all students. Emphasis on conducting action research at a school site following human subjects/ethical requirements guidelines and standards of practice is also reviewed. Letter grade only. Not challengeable.

Semester Hours: 3

SPSY 560 Behavioral Intervention for Academic Success

Designed to provide School Psychology candidates with an understanding and skills based intervention and strategies to address academic and behavioral challenges. Not challengeable

Semester Hours: 3

SPSY 561 Foundations and Principles of Applied Behavior

An overview of the assumptions, characteristics, and goals of behavior analysis. Topics of study will include the history and defining features of applied behavior analysis as well as the role of basic principles in producing socially meaningful behavior change. First course in Applied Behavior Analysis series.

Semester Hours: 3

SPSY 564 Instruction and Intervention

This course is designed to provide school psychology candidates with an overview of curriculum standards, instructional strategies, and how to assist all teachers, both regular and special education teachers. These strategies are looked at in the context of student achievement with emphasis on techniques in teaching reading, written language, and math to support learner success in core curriculum and the development of relevant Individual Education Programs. May be taken for letter grade only. Not challengeable.

Semester Hours: 3

SPSY 567 Crisis Prevention and Intervention

This course introduces theories, methods, strategies, and materials used in school safety, crisis intervention and conflict management, and violence prevention strategies and programs. Current issues and life events that impact student experiences in schools, and the treatment of such things as violence, gang activity, child abuse, sexual harassment, violence in the home, and suicide will be explored. Involvement in crisis intervention teams will be highlighted. May be taken for letter grade only. Not challengeable.

Semester Hours: 3

SPSY 570 Fieldwork Supervision in School Psychology II

Prerequisite: Completion of SPSY 510, SPSY 520, SPSY 530, SPSY 540, and SPSY 550

This course provides candidates with the second semester of 600 hours of supervised field work in school and/or community settings. The course provides supervised guidance and opportunities for candidates to exercise skills in collaboration and consultation, wellness promotion, counseling and crisis intervention, individual assessment, educational planning and evaluation, program planning and evaluation, and research and measurement. Candidates will apply professional, legal, ethical and accreditation standards to the fieldwork/internship setting. Supervisory discussions and course activities focus on ethical responsibilities, culturally appropriate service delivery, and advocacy. Candidates will engage in practices to develop and deliver components of a comprehensive school psychologist service delivery model. Credit/no credit only. Not challengeable.

Semester Hours: 3

SPSY 571 Individual Counseling in Schools

Designed to provide candidates with knowledge and skills of the elements of effective counseling and the interpersonal skills to assist pupils academically and personally. Not challengeable. No Directed Study. 25 hours of practica required.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 3

SPSY 572 Group Counseling in Schools

This course is designed to provide candidates with knowledge of group dynamics and the skills to facilitate group work in a school setting. May be taken for letter grade only. Not challengeable. No Directed Study. 25 hours of practica required.

Semester Hours: 3

SPSY 573 Psychology of Multiculturalism in Schools

This course is an examination of diversity in a school setting from the culture-general to culture specific. Emphasis is placed on previously learned counseling skills as applied to culturally diverse population including, but not limited to, racial/ethnic, socio-economic status, environmental factors, religious, sexual orientation, people with disabilities, educationally handicapped, and children in non-traditional homes. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

SPSY 574 Consultation in School Psychology

Prerequisite: Completion PPS/SPSY 549, PPS/SPSY 571, PPS/SPSY 572, and PPS/SPSY 573

For school psychologists only, this course covers theories, models and processes of consultation. It introduces methods, strategies, and skills to effectively coordinate and facilitate task groups and provide consultation for individual students, parents and staff; and to build effective teams and manage a collaborative system within the school. May be taken for letter grade only. Not challengeable.

Semester Hours: 3

SPSY 576 Professional Seminar in School Psychology

Prerequisite: Advanced standing and completion of SPSY 510, SPSY 520, SPSY 530, SPSY 540, and SPSY 550

This culminating course focuses on the practical application of leadership, advocacy, and systemic change as it applies to developing a comprehensive school psychologist service delivery model. It provides the candidate with an opportunity for self-reflection and extends the knowledge and skills related to collegial collaboration to create a school climate that embraces cultural diversity and promotes academic, behavioral and social/emotional success. Letter grade only. Not challengeable.

Semester Hours: 3

SPSY 577 Individual Assessment

This course is the first of three assessment courses and introduces individual assessment of cognitive abilities. May be taken for letter grade only. Not challengeable

Semester Hours: 3

SPSY 578 Advanced Assessment

Prerequisite: Completion of SPSY 577, completion of or concurrent enrollment in SPSY 586B

This course is the second in a series of assessment courses; it focuses on administering and interpreting a full assessment battery and diagnosing handicapping conditions. May be taken for letter grade only. Not Challengeable.

Grade Mode: Letter, Audit

Semester Hours: 3

SPSY 579 Alternative Assessment & Behavior Intervention

Prerequisite: Completion of or concurrent enrollment in SPSY 577, SPSY 578, and SPSY 586B

Third in a series of assessment courses, it focuses on alternative modes of assessment for behavioral and emotional disorders, preschool assessment, and assessment of low-income populations.

Grade Mode: Letter, Audit

Semester Hours: 3

SPSY 580 Advanced Assessment in Neuropsychology

This course is an elective assessment course. The course is designed to prepare candidates to use school neurological assessment instruments as part of a comprehensive assessment battery to enhance assessment of disabling conditions according to state and federal guidelines and make practical recommendations for remedial techniques and IEP development. Letter grade only. Not challengeable.

Semester Hours: 3

SPSY 586A Practicum I in School Psychology

Prerequisite: Passage of CBEST

A series of supervised experiences during the first year of studies conducted in seminar and/or field-based settings providing an initial orientation to the school psychology program and law and ethics profession. A total of 100 hours will be completed. Not challengeable.

Semester Hours: 1

SPSY 586B Practicum II in School Psychology

Prerequisite: Completion of SPSY 586A

A continuation of Practicum 586A with a series of supervised field experiences during the first year of studies conducted in seminar and/or field-based settings emphasizing an orientation to the work of a professional school psychologist in diagnosis, counseling, and assessment. A total of 125 hours will be completed. Not challengeable.

Semester Hours: 1

SPSY 587A Practicum III in School Psychology

Prerequisite: Completion of SPSY 586A, SPSY 586B, and proof of CBEST passage

A series of supervised experiences during the second year of studies conducted in a seminar and/or field-based setting, providing for the application and mastery of best practice skills in the area of assessment and counseling. A total of 100 hours will be completed. Not challengeable.

Semester Hours: 1

SPSY 587B Practicum IV in School Psychology

Prerequisite: Completion of SPSY 587A

A continuation of Practicum 587A with a series of supervised experiences during the second year of studies conducted in a seminar and/or field-based setting, providing for the application and mastery of best practice skills in the area of assessment and consultation. A total of 125 hours will be completed. Not challengeable.

Semester Hours: 1

SPSY 589A Supervised Field Work in School Psychology Level I

Prerequisite: Completion of SPSY 587A and SPSY 587B

This course provides School Psychology candidates with 1200 hours of supervised field work in school and community settings. May be taken for credit/no credit only. Not challengeable.

Semester Hours: 2

SPSY 589B Supervised Field Work in School Psychology Level II

Prerequisite: Completion of SPSY 589A

This course provides School Psychology candidates with 1200 hours of supervised field work in school and community settings. May be taken for credit/no credit only. Not challengeable.

Semester Hours: 2

SPSY 598 Graduate Seminar in School Psychology

Prerequisite: Completed application for Advanced Standing AND completion of or concurrent enrollment in SPSY/EDUC 589A or SPSY/EDUC 589B

Culminating activity for the MS in School Psychology. Students develop portfolios demonstrating knowledge, experiences, and skills gained in the school psychology program. May be taken for letter grade only. Not Challengeable.

Grade Mode: Letter, Audit

Semester Hours: 3

SPSY 599 Independent Study in School Psychology

Student-designed courses approved by a faculty member. Prior approval of goals, objectives, procedures, and assessment plan is required. May be taken multiple times with a different topic for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 1-4