School Psychology, Ph.D.

COLLEGE OF EDUCATION (http://education.temple.edu)

About the Program

The School Psychology Ph.D. program follows a scientist-practitioner model, which emphasizes that a school psychologist's basic skills are derived from a thorough understanding of the science of psychology. Armed with this understanding of basic psychology, the school psychologist can adapt to changing professional demands and help determine the future of the profession. Without this background, a psychologist could only serve the role of a technician and would be poorly equipped to overcome any obstacles or lead new developments in the profession.

Time Limit for Degree Completion: 7 years

Campus Location: Main

Full-Time/Part-Time Status: Students must complete one year of full-time residency. The program requires both day and evening classes.

Accreditation: The doctoral program in School Psychology is fully accredited by the American Psychological Association (APA), the National Association of School Psychologists (NASP), and the Pennsylvania Department of Education.

Job Prospects: Graduates are employed in universities, public and private schools, hospitals, research facilities, government and state agencies, and private practice.

Licensure: Certification in School Psychology is awarded after completing the internship and passing the examinations required by the Commonwealth of Pennsylvania. Some states will certify without the examinations. Licensing as a psychologist in most states requires an additional post-doctoral year of supervision and passing the Examination for the Professional Practice in Psychology (EPPP) and a state licensure exam.

Non-Matriculated Student Policy: Students may take up to, but not more than, 9 credits of graduate study in the program before being admitted to the program. The credits transfer into the program, if the student is admitted. **Students completing certification courses before being admitted to the program are NOT guaranteed admission**.

Financing Opportunities: The College of Education offers financial support to qualified full-time, degree-seeking students who submit a complete application by the priority application deadline. Funding offers may include tuition remission and graduate student employment. Recipients of financial support from the College of Education should submit a tuition deposit by the priority deposit deadline to confirm their offer.

Admission Requirements and Deadlines

Application Deadline:

**Fall: December 1 (Priority)**

Applications are accepted for the Fall term only. Applicants should submit all required application documents by the priority application deadline for funding consideration. Those with applications completed after the priority deadline will be reviewed for admission, but are not eligible for funding consideration.

**APPLY ONLINE to this graduate program**.

Letters of Reference:

Number Required: 2, with a third submitted at the applicant's discretion. Please submit the "Reference Report for Graduate Study," found at http://www.temple.edu/grad/admissions/documents/Web_GRAD_REFERENCE_REPORT.pdf.

From Whom: Letters of recommendation should be obtained from college/university faculty members and others who can provide insight into the applicant's academic competence.

Coursework Required for Admission Consideration: Prerequisites include coursework in Child Development, Elementary Statistics, General Psychology, and Learning/Cognition Theory.

Master's Degree in Discipline/Related Discipline: A master's degree is not required, although the Ph.D. program requires 85 credits post-master's. Thus, applicants without a master's degree are required to complete 30 credits beyond those required for the Ph.D.

Bachelor's Degree in Discipline/Related Discipline: All applicants must present credentials that are the equivalent of the appropriate baccalaureate degree at Temple University. Official transcript(s) showing all undergraduate and graduate coursework must be submitted. A minimum GPA of 3.0 on a 4.0 scale is expected at both the undergraduate and graduate levels, although applicants may be admitted if other compelling evidence of academic potential is presented.
**Statement of Goals:** Two pages include your reason for seeking a Ph.D. with a specific focus on the career to which you aspire; your research and practice interests; and your academic and job-related experiences that are relevant to the program. The statement is evaluated against the program's mission.

**Standardized Test Scores:**

- **GRE:** Official scores are required to be reported from the test taken no more than 5 years prior to submitting an application.
- **GRE Subject Test in Psychology:** Optional.
- **TOEFL score (international applicants only):** 100 iBT or 600 PBT minimum.

**Interview:** Applicants who are considered qualified following an evaluation of their application materials are called in for an interview. Interviews are coordinated by a member of the Admissions Committee and involve the participation of advanced graduate students. Both group and individual interviews are conducted.

**Resume:** Current resume required.

**Writing Sample:** The academic writing sample should be a paper written for a class within the last five years. If a recent paper is not available, an op-ed piece on an educational issue of the applicant's choosing should be composed. The op-ed should be 3 to 5 pages and of the sort that might appear in *The New York Times*, *Philadelphia Inquirer*, or *Education Digest*.

**Advanced Standing:** The advisor determines advanced standing during the student's first term in the program by evaluating the credits the student has taken in accordance with the relevance to and requirements of the School Psychology program. The maximum number of advanced standing credits awarded is 30.

**Transfer Credit:** Courses may be transferred from an accredited institution provided they were completed less than five years ago and are relevant to the program. The academic advisor makes the decision about the relevancy of the courses that the student desires to transfer. The maximum number of credits a student may transfer is 9.

**Clearances:** A Pennsylvania criminal background check, a federal criminal history check, a child abuse clearance, and a TB test are required at admission. Students must complete and upload documentation of clearances prior to the start of their program.

**Program Requirements**

**General Program Requirements:**

- **Number of Credits Required Beyond the Master's:** 85
- **Number of Credits Required Beyond the Bachelor's:** 115

**Required Courses:**

Courses in school psychology, educational psychology, tests and measurement, research design and methods, and a variety of clinical and internship experiences are required.

**Internship:** An internship with a minimum of 1,500 hours must be completed in an approved setting. A minimum of 600 hours must be in a school setting. The internship can be full-time for a year or half-time over two years.

**Culminating Events:**

- **Portfolio Review:** Students must submit a portfolio of professional work annually for review by the advisor.

- **Preliminary Examination:** The preliminary examination is an essay examination that covers key areas of Psychology and School Psychology to determine the student's competence and ability to explain key concepts. Four areas are covered:
  1. Scientific Psychology;
  2. Consultation and Intervention;
  3. Diagnosis and Remediation; and
  4. Role/Function and Ethical/Legal Considerations.

The preliminary examination is taken after completion of all academic subjects except for the internship. It is offered over two days, with each section of the examination requiring three hours. The exam is administered and proctored at a time determined by the College of Education.

All School Psychology faculty participate in writing the exam by submitting questions and by evaluating the written exam. A passing grade in all four areas is required to pass the exam.

**Proposal with Oral Defense:**
The dissertation proposal demonstrates the student's knowledge of and ability to conduct the proposed research. Minimally, the proposal should contain the context and background surrounding a particular research problem; a survey and review of the literature to a sufficient degree to provide the reader with enough information to understand why the research is being conducted; a detailed methodological plan for investigating the problem; and a proposed timeline for completing the dissertation. The Doctoral Advisory Committee must approve the student's proposal, which is presented at a formal proposal defense.

Internship Evaluation:
The internship experience is evaluated for successful completion.

Dissertation with Oral Defense:
The doctoral dissertation is an original piece of scholarship that makes a significant contribution to the field of School Psychology. A majority of the dissertations in the program are empirical, typically using statistical analysis as the means of completing the data collection process. Other types of scholarship (e.g., those utilizing more qualitative approaches or those employing theoretical or philosophical analysis of educational issues) may be acceptable. A successful dissertation will be publishable in a refereed journal.

The Doctoral Advisory Committee oversees all aspects of the student's dissertation from the proposal to the oral defense. It is composed of three members of the Graduate Faculty. A member of the School Psychology faculty typically chairs the committee. At least one faculty member from outside the program must be on the committee. The student chooses her/his committee in consultation with the selected chair. A student may petition for a change of chairperson or member of the Doctoral Advisory Committee. This petition must be approved by the Department Chair and by the Associate Dean for Academic Affairs and Graduate Studies. Complete details about the dissertation process are available in the College of Education Dissertation Handbook, which is available from the Dean's office.

The Dissertation Examining Committee evaluates the student's dissertation and oral defense. It is composed of the three members of the Doctoral Advisory Committee plus two additional faculty members. One must be from a program outside of School Psychology. One member may be assigned by the Associate Dean for Academic Affairs and Graduate Studies. The Dissertation Examining Committee evaluates the dissertation and the student's ability to defend it. The committee votes to pass or fail the dissertation. The outcome of the defense is determined by majority vote.

Students who are preparing to defend their dissertation must confirm a date and time with the Dissertation Examining Committee. Notification of the date and time must then be submitted on the appropriate College form to the Associate Dean for Academic Affairs and Graduate Studies no less than 3 weeks prior to the oral defense. The announcement of the oral defense is sent by the Associate Dean to the Graduate School no less than 10 days prior to the defense. A copy of the announcement is also sent to each member of the Dissertation Examining Committee and is posted on the bulletin board in the Office of Student Services of the College of Education.

Contacts

Program Web Address:
http://education.temple.edu/schoolpsychology/doctoral-program-phd

Department Information:
School Psychology Program
College of Education
1301 Cecil B. Moore Avenue
Philadelphia, PA 19122-6091
educate@temple.edu
215-204-8011

Mailing Address for Application Materials:
College of Education Office of Enrollment Management
150 Ritter Hall Annex (003-00)
1301 Cecil B. Moore Avenue
Philadelphia, PA 19122-6091

Department Contacts:
Admissions:
Office of Enrollment Management
educate@temple.edu
215-204-8011
Educational Psychology Courses

EPSY 5499. ILT: Instructional Technology and Learning. 3 Credit Hours.
Introduces characteristics and applications of basic instructional and computer technology in the teaching-learning process. Students will gain hands-on experience in the use of computer and adaptive and/or augmentative hardware and software.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EPSY 5501. ILT: Multimedia Learning. 3 Credit Hours.
Provides conceptual discussion and hands-on exploration of technology applications including graphic, photographic, multimedia, audio, and video materials.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EPSY 5502. ILT: Desktop Publishing and Web Design. 3 Credit Hours.
Prepresents elements of effective design characteristics for written and web pages will be discussed. Web page maintenance will also be presented. Students will create documents and web pages using appropriate software applications.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EPSY 5505. ILT: Authoring Systems. 3 Credit Hours.
Students explore capabilities of various authoring software. Based on instructional design principles, students will develop an interactive learning environment that includes various elements of sound, graphics, and motion.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EPSY 5523. Introduction to Educational Psychology. 3 Credit Hours.
The application of psychological theories to the learning processes and development of children and adolescents including the principles and procedures of assessment and evaluation as they relate to academic achievement and to teaching-learning activities. The primary objective is to facilitate a clear understanding of the complex and dynamic processes of learning and development as they related to the principles of learning and teaching.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EPSY 5529. Tests and Measurements. 3 Credit Hours.
An introduction to tests and measurements. Reliability, validity, interpretation of standardized test manuals. Survey of standardized aptitude, achievement, and personality tests. Students learn how to construct valid classroom tests.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EPSY 5531. Learning Theories and Education. 3 Credit Hours.
This survey course covers the nature of theory, the epistemological foundations of learning, and major theories of learning. Focusing on application in educational settings, the course includes associationist, behaviorist, cognitive information processing, and constructivist learning theories.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EPSY 5541. Concepts in Human Development. 3 Credit Hours.
Covers the major theoretical orientations and methodological approaches to human development. Uses a life-span approach to cognitive, social, and physical development, genetic influences, parental influences, language and perceptual development, intelligence, peer influences, parenting practices, moral development, and the development of gender identity among other issues.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EPSY 5551. Introduction to Program Evaluation. 3 Credit Hours.
Methods and approaches to evaluation; planning and conducting evaluations; problems confronting the evaluator; professional issues.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EPSY 8621. Academic Assessment and Intervention. 4 Credit Hours.
This course is intended to introduce pre-service school psychologists to the theories, knowledge, skills, and ethical and legal considerations of academic assessment in school settings. The assessment class will be taught within the overarching framework of an ecological, multi-tiered assessment model. The link between assessment and instructional decision-making will be emphasized throughout the course, with attention to providing instructional support to teachers and to assessment practices for learners with diverse needs. Students enrolled in the course will learn how to select, design, administer, score, interpret, and report results for a variety of assessment approaches related to monitoring instructional efficacy and learner outcomes in a standards-aligned model. Assessment approaches will include: (a) authentic; (b) screening; (c) diagnostic; (d) formative; and (e) benchmark.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.
EPSY 8625. Intermediate Educational Statistics. 3 Credit Hours.
Survey of issues, problems, and approaches involved in using ANOVA, correlational, and nonparametric procedures. Emphasizes guidelines for selecting statistical tests, computer-aided computation, and interpretation of results.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EPSY 8627. Introduction to Research Design and Methods. 3 Credit Hours.
The primary goals of this survey course are to help students understand (a) how to make optimal decisions with respect to their own research, (b) evaluate the decision-making and research practices of other researchers, and (c) that there is no one "best" method (i.e., the best method depends on a researcher's goals; avoid mismatching goals and methods). To be an effective decision-maker, a researcher has to coordinate multiple goals and develop a set of effective options for meeting these goals. The present course is designed to help students identify their goals, develop a set of plausible options (i.e., possible research methods), and evaluate the pros and cons of these options. It is also hoped that students will gain increased insight into the ethics of research and how to write effective journal articles and research proposals. Ideally this course should be taken early in one's program and in conjunction with an epistemology of research course. It is hoped that the one-class introduction to a specific methodology (e.g., ethnography or meta-analysis) will prompt a student to take a follow-up course that spends the entire semester on that method.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EPSY 8629. Test Construction and Validation. 3 Credit Hours.
Students will plan, develop, construct, revise, and validate an instrument. Methods for assessing reliability and validity (especially construct validity) are emphasized. Item analysis techniques are included. Basic approach and components of Item Response Theory (IRT), including introduction to the Rasch models.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EPSY 8638. Seminar in Instructional Theories. 3 Credit Hours.
Examines contemporary instructional theories and models. Includes consideration of various conceptions of the learner and the instructional process.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EPSY 8639. Instructional Design and Development. 3 Credit Hours.
Covers strategies and techniques for creating or modifying instructional resources. Emphasis will be given to instructional design models for the systematic design of instruction, including adaptive and/or augmentative technology. Students will employ a specific instructional design model and apply select instructional theories in the design of an instructional unit.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EPSY 8735. Proseminar in Learning. 3 Credit Hours.
Extended treatment of selected topics in educational psychology concentrating on issues dealing with learning and instruction.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EPSY 8741. Proseminar in Human Development. 3 Credit Hours.
Extended treatment of selected topics in human growth and development.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EPSY 8825. Advanced Data Analysis. 3 Credit Hours.
A survey of statistical techniques involving both between groups and correlational analyses. Students use SPSS to analyze data.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EPSY 8826. Multivariate Research Methods. 3 Credit Hours.
A survey of multivariate data analysis procedures, with a focus on parametric techniques. Students use computer library programs (SPSS) to analyze data.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EPSY 8827. Experimental Design. 3 Credit Hours.
Emphasizes parametric analyses of variance and covariance, and their nonparametric analogs. Students use computer library programs (SPSS) to analyze data.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.
EPSY 8960. Seminar Series: Problems in Educational Psychology. 3 Credit Hours.
Specified problems, research, and practice in educational psychology. May be repeated for credit. Specific offerings change from semester to semester; contact Department for current offerings.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may be repeated for additional credit.

EPSY 8970. Seminar Series: Problems in Educational Psychology. 3 Credit Hours.
Specified problems, research, and practice in educational psychology. May be repeated for credit when approved by the instructor. Specific offerings change from semester to semester; contact Department for current offerings.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may be repeated for additional credit.

EPSY 8980. Seminar Series: Problems in Educational Psychology. 3 Credit Hours.
Specified problems, research, and practice in educational psychology. May be repeated for credit when approved by the instructor. Specific offerings change from semester to semester; contact Department for current offerings.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may be repeated for additional credit.

EPSY 8985. Teaching in Higher Education. 3 Credit Hours.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EPSY 8986. Proseminar in Educational Psychology. 3 Credit Hours.
The main purpose of the Proseminar in Educational Psychology is to advance students' professional development in the domain of educational psychology. The course aims to contribute to the development of knowledge of the field of educational psychology and simultaneously to students' exploration of their career goals in the field.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

EPSY 9287. ILT: Practicum in Instructional Technology. 3 Credit Hours.
Provides for one hundred hours of hands-on experiences working in a professional organization consistent with the student's goals and objectives.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may be repeated for additional credit.

EPSY 9982. Independent Study in Educational Psychology. 1 to 6 Credit Hour.
A course intended to meet the needs of students who desire to carry on individual investigation.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may be repeated for additional credit.

EPSY 9991. Directed Res & Teach Pse. 1 to 12 Credit Hour.
Supervised apprenticeship in an educational activity central to educational psychology. Examples of possible apprenticeships are: research apprenticeship, educational program evaluation apprenticeship, educational product development apprenticeship, and teaching apprenticeship.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may be repeated for additional credit.

EPSY 9996. Master's Thesis in Educational Psychology. 1 to 6 Credit Hour.
Limited to those who plan to complete the master's degree by writing a thesis.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may be repeated for additional credit.

EPSY 9999. Dissertation in Educational Psychology. 1 to 6 Credit Hour.
Dissertation research limited to doctoral candidates.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Student Attribute restrictions: Must be enrolled in one of the following Student Attributes: Dissertation Writing Student
Repeatability: This course may be repeated for additional credit.

School Psychology Courses

SPSY 5667. Introduction to Cognitive Assessment. 4 Credit Hours.
Intensive overview and training with diagnostic instruments of cognitive abilities. Practice with specific tests of intelligence, memory, and cognitive processing. Introduction to the assessment of adaptive behavior. Discussion of theories of cognitive functioning and research literature on intelligence testing.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Student Attribute restrictions: Must be enrolled in one of the following Student Attributes: School Psy Clinical Clearance
Repeatability: This course may not be repeated for additional credits.
SPSY 5671. Advanced Cognitive Assessment. 4 Credit Hours.
Further training and practice with specialized instruments of cognitive assessment. Focus on birth to age 5, dynamic assessment, multicultural and bilingual assessment issues, and an introduction to neuropsychological principles.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Student Attribute restrictions: Must be enrolled in one of the following Student Attributes: School Psy Clinical Clearance
Repeatability: This course may not be repeated for additional credits.

SPSY 5672. Personality and Psychotherapy. 3 Credit Hours.
Covers major theories of personality and psychotherapy, and applications to counseling, assessment, and projective testing in the schools.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Student Attribute restrictions: Must be enrolled in one of the following Student Attributes: School Psy Clinical Clearance
Repeatability: This course may not be repeated for additional credits.

SPSY 5673. Introduction to the Diagnostic Process. 3 Credit Hours.
Discussion of the integration of data from case histories, observations, interview and tests in making differential diagnosis. Diagnosis using DSM-IV-TR and educational identification under special education law with both covered. Overview of major diagnostic categories found in schools. Comprehensive study of skills in interviewing, report writing, systematic observation of child behavior, and evaluation of teaching effectiveness. Major emphasis on conceptualizing and writing recommendations for educational remediation.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

SPSY 5674. Assessment of Personality & Behavior. 3 Credit Hours.
Intensive training with diagnostic instruments of personality and behavior. Discussion of educational planning and remedial techniques in relation to personality and behavioral dynamics of children. Emphasis also on theoretical constructs in understanding learning and behavioral difficulties in children.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Student Attribute restrictions:Must be enrolled in one of the following Student Attributes: School Psy Clinical Clearance
Repeatability: This course may not be repeated for additional credits.

SPSY 5675. Applied Behavior Analysis. 3 Credit Hours.
Introduction to the functional analysis of behavior of children in the school setting. Includes behavior theory, assessment, interaction, and evaluation. A behavior-change program is conducted.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

SPSY 5676. Physiological Psychology. 3 Credit Hours.
This course is for graduate students in training to be psychologists. It introduces students to the biological bases of behavior, with a focus on brain-behavior relationships.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Student Attribute restrictions: Must be enrolled in one of the following Student Attributes: School Psy Clinical Clearance
Repeatability: This course may not be repeated for additional credits.

SPSY 5677. Academic Assessment and Intervention. 4 Credit Hours.
This course is intended to introduce pre-service school psychologists to the theories, skills, and ethical and legal considerations of academic assessment in school settings. The assessment class will be taught within the over-arching framework of an ecological, multi-tiered assessment model. The link between assessment and instructional decision-making will be emphasized throughout the course, with attention to assessment practices for learners with diverse needs and providing instructional support to teachers. Students enrolled in the course will learn how to select, design, administer, score, interpret, and report results for a variety of assessment approaches related to monitoring instructional efficacy and learner outcomes in a standard-aligned model. Assessment approaches will include: (a) authentic; (b) screening; (c) diagnostic; (d) formative; (e) benchmark; and (f) summative.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Student Attribute restrictions: Must be enrolled in one of the following Student Attributes: School Psy Clinical Clearance
Repeatability: This course may not be repeated for additional credits
Pre-requisites:
SPSY 5676|Minimum Grade of B|May be taken concurrently.

SPSY 8770. Seminar: Special Topics in School Psychology. 3 Credit Hours.
Advanced seminar considering the literature in a specific area of school psychology research.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may be repeated for additional credit.

SPSY 8771. Social Psychology of Education. 3 Credit Hours.
Discussion of principles of social psychology as applied to the school as an institution. Emphasis on the psychology of planned educational change. Theoretical bases of the process of change and innovation within the schools. Rationale for intervention strategies
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Student Attribute restrictions: Must be enrolled in one of the following Student Attributes: School Psy Clinical Clearance
Repeatability: This course may not be repeated for additional credits.
SPSY 8772. Seminar: Role and Function of the School Psychologist. 3 Credit Hours.
Analysis of role and functions of school psychologists. Study of relevant research dealing with varied roles the school psychologist can play within the school system and in other settings. Consideration of legal and ethical practices in school psychology.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate

Repeatability: This course may not be repeated for additional credits.

SPSY 8774. Professional Issues and Literature in School Psychology. 3 Credit Hours.
Doctoral seminar in professional issues and the research literature in school psychology. Required for School Psychology Ph.D. students.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate

Repeatability: This course may not be repeated for additional credits.

SPSY 8775. Ethical and Legal Problems in School Psychology. 3 Credit Hours.
Ethical and legal issues in the administration of individual tests, establishment of counseling relationships, handling of psychological records, and consultative relationships with school personnel, testifying in court and educational hearings. Licensing procedures discussed.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate

Student Attribute restrictions: Must be enrolled in one of the following Student Attributes: School Psy Clinical Clearance

Repeatability: This course may not be repeated for additional credits.

SPSY 8776. History and Systems of Psychology. 3 Credit Hours.
This course is for graduate students in training to become psychologists. It introduces students to the history of psychology and the theoretical schools of psychology practice. It is required for students in the School Psychology PhD program.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate

Student Attribute restrictions: Must be enrolled in one of the following Student Attributes: School Psy Clinical Clearance

Repeatability: This course may not be repeated for additional credits

Pre-requisites:
SPSY 5676|Minimum Grade of B|May be taken concurrently.

SPSY 8777. Psychotherapeutic Strategies. 3 Credit Hours.
A study of the application of psychotherapeutic techniques, with an emphasis on group techniques, in the school setting.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate

Student Attribute restrictions: Must be enrolled in one of the following Student Attributes: School Psy Clinical Clearance

Repeatability: This course may not be repeated for additional credits.

SPSY 8780. Topical Seminar in School Psychology. 1 to 6 Credit Hour.
Special topics of interest to the school psychologist. Topics may include therapeutic problems, school discipline problems, parenting and remediation strategies. Topics may vary.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate

Repeatability: This course may be repeated for additional credit.

SPSY 8787. Seminar on Verbal Behavior. 3 Credit Hours.
Advanced course in applied behavior analysis with an emphasis on verbal behavior. Designed to provide students with an overview of verbal behavior (as defined in the field of applied behavior analysis) and an overview of its practical application in teaching language to children with diagnosed language delays.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate

Repeatability: This course may not be repeated for additional credits

Pre-requisites:
SPSY 5676|Minimum Grade of B-|May not be taken concurrently.

SPSY 9487. Practicum in School Psychology. 1 to 3 Credit Hour.
Practicum in School Psychology that is not included in one of the established practicum courses.

Field of Study Restrictions: Must be enrolled in one of the following Fields of study: School Psychology

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate

Student Attribute restrictions: Must be enrolled in one of the following Student Attributes: School Psy Clinical Clearance

Repeatability: This course may be repeated for additional credit.

SPSY 9587. School Consultation. 3 Credit Hours.
Extensive school practicum (practicum of 3 hours per week) consulting with teachers regarding behavior change, instructional consultation, and mental health consultation. Includes assessing treatment integrity.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate

Student Attribute restrictions: Must be enrolled in one of the following Student Attributes: School Psy Clinical Clearance

Repeatability: This course may be repeated for additional credit.
SPSY 9687. Clinical Supervision Seminar in School Psychology. 3 to 12 Credit Hours.
Case studies by the student in the Psychoeducational Clinic (taken concurrently) are reviewed in depth. Assessment, observations, interviews, diagnosis, educational identification, and remedial strategies are covered. Open only to matriculated school psychology students.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Student Attribute restrictions: Must be enrolled in one of the following Student Attributes: School Psy Clinical Clearance
Repeatability: This course may be repeated for additional credit.

SPSY 9688. Psychoeducational Clinic. 3 Credit Hours.
A practicum course providing supervised training in psychoeducational assessment and counseling of children with learning problems. Open only to matriculated school psychology students.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Student Attribute restrictions: Must be enrolled in one of the following Student Attributes: School Psy Clinical Clearance
Repeatability: This course may be repeated for additional credit.

SPSY 9787. Practicum on Children with Low Incidence Disabilities. 3 to 6 Credit Hours.
Supervised experience in schools or related settings assessing students with a variety of disabilities.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Student Attribute restrictions: Must be enrolled in one of the following Student Attributes: School Psy Clinical Clearance
Repeatability: This course may be repeated for additional credit.

SPSY 9788. Seminar on Children with Low Incidence Disabilities. 3 Credit Hours.
Training and supervision on special tests, rating scales, and observational assessment of children who are blind, deaf, or have disabilities such as mental retardation, autism, orthopedic disabilities, or multiple disabilities.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Student Attribute restrictions: Must be enrolled in one of the following Student Attributes: School Psy Clinical Clearance
Repeatability: This course may be repeated for additional credit.

SPSY 9876. Supervision in School Psychological Services. 3 Credit Hours.
This course will prepare school psychologists to conduct effective, ethical clinical supervision. Issues of administrative supervision and evaluation of school psychological services will also be addressed. Both theory and practice will be emphasized.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Student Attribute restrictions: Must be enrolled in one of the following Student Attributes: School Psy Clinical Clearance
Repeatability: This course may not be repeated for additional credits
Pre-requisites: (SPSY 8772|Minimum Grade of B-|May not be taken concurrently)
AND SPSY 9687|Minimum Grade of B-|May not be taken concurrently).

SPSY 9885. Internship in School Psychology. 3 to 12 Credit Hours.
Supervised internship as a full-time school psychologist in an approved school system, intermediate unit, or consortium.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Student Attribute restrictions: Must be enrolled in one of the following Student Attributes: School Psy Clinical Clearance
Repeatability: This course may be repeated for additional credit.

SPSY 9982. Independent Study in School Psychology. 1 to 6 Credit Hour.
Intended to meet the needs of students in school psychology who desire to carry on an individual investigation.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may be repeated for additional credit.

SPSY 9986. Internship in School Psychology. 1 to 12 Credit Hour.
Supervised internship as a school psychologist in an approved school system, intermediate unit, or consortium.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Student Attribute restrictions: Must be enrolled in one of the following Student Attributes: School Psy Clinical Clearance
Repeatability: This course may be repeated for additional credit.

SPSY 9999. Doctoral Dissertation. 1 to 6 Credit Hour.
Registration limited to candidates for the doctorate who have successfully completed the minimum number of semester hours required for the degree and the preliminary examination. Continuous registration during the fall and spring terms is required until the dissertation has been completed, successfully defended, and accepted by the Graduate School.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Student Attribute restrictions: Must be enrolled in one of the following Student Attributes: Dissertation Writing Student, School Psy Clinical Clearance
Repeatability: This course may be repeated for additional credit.