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 non-matriculated courses before being admitted to the program are NOT guaranteed admission.

Financing Opportunities: Financial support opportunities may include assistantships, fellowships, scholarships, tuition remission, graduate student employment, and other financial aid such as grants, loans, and federal work study.

Admission Requirements and Deadlines

Application Deadline:

Fall: December 1

Applications are accepted for the Fall term only. Applicants should submit all required admissions documents by the application deadline to receive priority consideration for admission and financial support.

APPLY ONLINE to this graduate program.

Letters of Reference:

Number Required: 2

From Whom: Letters of recommendation should be obtained to provide insight regarding the applicant's academic competence. References from college/university faculty are recommended.

Master's Degree in Discipline/Related Discipline: A master's degree is not required.

Bachelor's Degree in Discipline/Related Discipline: A bachelor's degree is required. A minimum UGPA of 3.0 is expected.

International applicants should also submit an official document that validates completion and conferral of a degree, diploma, and/or certificate. While not required, international applicants are encouraged to submit transcript(s) to the World Education Services (WES) for evaluation.

Statement of Goals: Using autobiographical style, explain your interest in pursuing a doctoral degree in education. The statement should address the following questions:

• Why are interested in becoming a school psychologist?
• What do you perceive as the role and functions of a school psychologist?
School Psychology, Ph.D.

- What is your area of research focus?
- How does the doctoral program at Temple fit your individual interests, needs, and future goals – and which faculty member’s research best matches your own interests?

**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.

Applicants whose native language is not English must provide scores from a TOEFL, IELTS, or PTE Academic exam. Scores must meet the following minimums:

TOEFL: 79 iBT or 550 PBT
IELTS: 6.5
PTE Academic: 53

**Interview:** An interview with the faculty admissions committee may be required after a complete application is received.

**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, the applicant should compose an op-ed piece on an educational issue of her/his choosing. The op-ed should be 400 to 1,200 words in length and of the kind that might appear in *The New York Times* or *Philadelphia Inquirer*.

**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 upon enrollment. Students must complete and upload documentation of clearances prior to the start of their program.

**Other Requirement:** Official undergraduate and graduate transcripts from all accredited institutions attended and/or from which credit was earned must be submitted.

**Program Requirements**

**General Program Requirements:**

*Number of Credits Required to Earn the Degree:* 100 for those who complete an internship through the Association of Psychology Postdoctoral and Internship Centers (APPIC); 103 for those who complete a non-APPIC internship

**Required Courses:**

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td><strong>Fall</strong></td>
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</tr>
<tr>
<td>SPSY 5667</td>
<td>Introduction to Cognitive Assessment</td>
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<tr>
<td>SPSY 5672</td>
<td>Personality and Psychotherapy</td>
</tr>
<tr>
<td>SPSY 5676</td>
<td>Applied Behavior Analysis</td>
</tr>
<tr>
<td>SPSY 8775</td>
<td>Legal and Ethical Problems and Professional Responsibility</td>
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<td>SPSY 9487</td>
<td>Practicum in School Psychology</td>
</tr>
<tr>
<td><strong>Term Credit Hours</strong></td>
<td><strong>13</strong></td>
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<tr>
<td><strong>Spring</strong></td>
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</tr>
<tr>
<td>EPSY 5529</td>
<td>Tests and Measurements</td>
</tr>
<tr>
<td>SPSY 5671</td>
<td>Advanced Cognitive Assessment</td>
</tr>
<tr>
<td>SPSY 5674</td>
<td>Social and Behavioral Assessment for Intervention</td>
</tr>
<tr>
<td>SPSY 8621</td>
<td>Academic Assessment and Intervention</td>
</tr>
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<tr>
<td><strong>Term Credit Hours</strong></td>
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<tr>
<td><strong>Summer</strong></td>
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School Psychology, Ph.D.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDUC 8404</td>
<td>Quantitative Analysis, Part I</td>
<td>3</td>
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<tr>
<td>EPSY 5561</td>
<td>Development and Learning Over the Lifespan</td>
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<td>SPSY 8773</td>
<td>Challenges to Development: Child and Adolescent Psychopathology</td>
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<td>EPSY 8627</td>
<td>Introduction to Research Design and Methods</td>
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<td>SPSY 8777</td>
<td>Psychotherapeutic Strategies</td>
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<td>SPSY 9687</td>
<td>Clinical Supervision Seminar in School Psychology</td>
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<tr>
<td>SPSY 9688</td>
<td>Psychoeducational Clinic</td>
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<td>EDUC 8405</td>
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<td>SPSY 9688</td>
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<td>SPSY 9487</td>
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<tr>
<td>SPSY 9788</td>
<td>Seminar on Children with Low Incidence Disabilities</td>
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<td>EDUC 9998</td>
<td>Dissertation Proposal Design</td>
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<td>SPSY 9587</td>
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<td><strong>Spring</strong></td>
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<td>SPSY 8770</td>
<td>Seminar: Special Topics in School Psychology</td>
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<td>SPSY 8776</td>
<td>History and Systems of Psychology</td>
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<td>SPSY 9876</td>
<td>Supervision in School Psychological Services</td>
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<td>SPSY 9885</td>
<td>Internship in School Psychology^2</td>
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Total Credit Hours: 100-103

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1. Selection of Statistics course requires advisor’s approval.

2. Students who undertake an internship through the Association of Psychology Postdoctoral and Internship Centers (APPIC) complete 6 credits of SPSY 9885, while those who complete a non-APPIC internship must take 9 credits of SPSY 9885.
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:
During the internship year, students must submit a portfolio of professional work 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 one additional faculty member, i.e., an outside examiner. 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:
https://www.temple.edu/academics/degree-programs/school-psychology-phd-ed-scps-phd

Department Information:
School Psychology Program
College of Education
Courses

SPSY 5667. Introduction to Cognitive Assessment. 3 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. 3 Credit Hours.
The purpose of this course is to develop advanced skills in the individual assessment of intelligence and cognitive functioning. One major component of the course will be learning additional tests of cognitive skills. The second major component will be assessment of children ages birth to six. The third major component will be assessment of children from a variety of cultural, language, and other backgrounds. Successful students will become familiar with test administration, scoring, and interpretation of a variety of instruments and techniques (including the DAS-II, SB5, Bayley-III, memory and nonverbal tests, and dynamic assessment and TPBA), as well as gain practice in demands analysis and integrating assessment findings. Students will also become familiar with issues of diagnosis in young children, issues of assessment of children from different cultural, ethnic, and language backgrounds, and issues in working with parents and families.

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 5667|Minimum Grade of C-|May not be taken concurrently.

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. Social and Behavioral Assessment for Intervention. 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.

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

SPSY 5676. 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 5771. 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 8621. Academic Assessment and Intervention. 3 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.

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 8773. Challenges to Development: Child and Adolescent Psychopathology. 3 Credit Hours.
This course will look at child psychopathology from a development perspective, covering typical social-emotional and cognitive development and then examining how this gets disrupted or otherwise altered to result in child and adolescent psychopathology. We will examine classification systems and models of diagnosis and disease, as well as alternatives to the more traditional “medical model” such as examining risk, resilience and the role of psychosocial and cultural factors. The course will aim to teach students to identify potential mental/behavioral health issues in children and adolescents, and then understand and be able to explain to others what the implications of this might be for a given child or teen. Students will think critically about the ethics and issues of controversy around child and adolescent mental health.

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. Legal and Ethical Problems and Professional Responsibility. 3 Credit Hours.
This course familiarizes advanced graduate students in psychological studies with ethical principles and codes of conduct as well as legal requirements and legislative outcomes to guide our practice as psychologists and pupil services employees/administrators. The APA Ethical Principles and Code of Conduct and NASP Professional Conduct Manual will be perused, as well as PA Law governing the licensure and practice of psychologists. Also covered in this course will be federal and state law related to regular and special education, civil rights, and gifted education. Case law surrounding these issues will be explored.

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

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:
(PSY 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.