

# EDUCATION SPECIALIST IN SCHOOL PSYCHOLOGY

Department Website: Education Specialist in School Psychology (<https://www.gonzaga.edu/school-of-education/graduate/ed-specialist-in-school-psychology/>)

Our Education Specialist in School Psychology (Ed.S.) prepares candidates to become practicing School Psychologists in the state of Washington and across the nation as the program aims to prepare candidates who meet criteria as nationally certified school psychologists. Graduate preparation in school psychology educates and trains individuals to apply principles in psychology and education to support school-wide academic and social-emotional programs, collaborate with teams to identify student learning and behavioral problems, and develop evidence-based intervention plans.

In Washington State, school psychologists obtain a Residency Certificate as an Educational Staff Associate (ESA) through the Office of Superintendent of Public Instruction (OSPI). The National Association of School Psychologists (NASP) also provides national certification for the Nationally Certified School Psychologist (NCSP) credential, and this certificate often assists with interstate recognition of training. In Washington, the NCSP provides a pathway to a Tier 2 Professional Certificate after 5 years of practice as a school psychologist.

Our program adheres to the standards of training set forth by the Professional Educator Standards Board (PESB) and NASP and culminates with a full-time or part-time, 1200-hour internship.

School psychology education and training builds on foundations in multiple disciplines. In that light, our program includes adapted courses from several School of Education (SOE) departments including Counselor Education and Educational Leadership & Administration. Additional courses specific to the field fulfill any outstanding requirements.

The curriculum is supported by regular coursework with departmental faculty, enhanced by field experiences in the schools, and the development of a professional portfolio. The scientist-practitioner orientation guides preparation for candidates to master and employ empirically validated methods of assessment, consultation, and intervention within NASP Practice Model Domains.

Certification requirements for the state of Washington frequently change. It is the applicant's responsibility to contact the certification officer in the School of Education for the most current information regarding state certification.

## Education Specialist in School Psychology Program Requirements

Course	Title	Hours
<b>First Year</b>		
<b>Fall</b>		
EDSS 601	Psychology of Children with Exceptions	3
EDSS 630	Assessment in School Settings	3
EDCE 639	Counseling Theories	3
EDSS 645	Statistics I	3
<b>Hours</b>		<b>12</b>
<b>Spring</b>		
EDCE 587	Child & Adolescent Counseling	3

EDCE 588	Human Growth and Development	3
EDSS 670	Neuropsychology and Cognitive Assessment	4
EDSS 655	Multi-Tiered System of Support	3
EDSS 660	Consult and Collaboration in School Psychology	3
<b>Hours</b>		<b>16</b>
<b>Summer</b>		
EDSS 610	History and Systems of Psychology	3
EDSS 640	Ethical and Legal Issues in School Psychology	3
<b>Hours</b>		<b>6</b>
<b>Second Year</b>		
<b>Fall</b>		
EDSS 650	Applied Behavioral Analysis	3
EDSS 697A	Practicum in School Psych K-12 (200 clock hours)	3
EDSS 615	Intro to Research in Ed & Psyc	3
EDSS 680	Social-Emotional Assessment	3
<b>Hours</b>		<b>12</b>
<b>Spring</b>		
EDSS 626	Culture and Diversity	3
EDSS 627	Group Process & Facilitation	3
EDSS 685	Advanced Diagnostic Assessment	3
EDSS 697B	Practicum in School Psych K-12 (200 clock hours)	3
<b>Hours</b>		<b>12</b>
<b>Summer</b>		
EDSS 612	School Safety, Crisis Preparedness, and Response	3
EDLA 641	Ed Leadership & Community	3
<b>Hours</b>		<b>6</b>
<b>Third Year</b>		
<b>Fall</b>		
EDSS 690A	Portfolio in School Psychology	1
EDSS 698A	Internship in SchoolPsych K-12 (600 clock hours)	1
<b>Hours</b>		<b>2</b>
<b>Spring</b>		
EDSS 690B	Portfolio in School Psychology	1
EDSS 698B	Internship in SchoolPsych K-12 (600 clock hours)	1
<b>Hours</b>		<b>2</b>
<b>Total Hours</b>		<b>68</b>

## Courses

### EDSS 512. School Safety, Crisis Preparedness, and Response. (3 Credits)

This course is designed to promote knowledge related to preventing school crises and responding appropriately if a school crisis occurs. It emphasizes current research to help inform school psychological practices and promotes recovery efforts to regain school stability. In addition, it examines risk and resilient factors necessary for safe and healthy schools.

**Equivalent:** EDSS 612

Enrollment is limited to students with a major in School Psychology.

### EDSS 592. Independent Study. (0-6 Credits)

**May be repeated for credit.**

Independent Study requires completion of a form, and department permission and cannot be registered for via ZAGWEB.

### EDSS 601. Psychology of Children with Exceptions. (3 Credits)

This course provides candidates with an overview of special education. Etiology, characteristics, assessment, and treatment of major disabling conditions are covered. Philosophical, political, and pedagogical implications of past, current, and future services are analyzed. The link between these conditions with regard to educational placement decisions and least restrictive environments is emphasized.

**EDSS 610. History and Systems of Psychology. (3 Credits)**

This course provides a framework for examining the historical, philosophical, and theoretical progressions in the field of psychology. This course addresses the fundamentals of scientific thinking and how it has influenced modern psychology. Emphasis is placed on how scientific thinking has influenced different views of human nature, the self, and social contexts.

**EDSS 612. School Safety, Crisis Preparedness, and Response. (3 Credits)**

This course is designed to promote knowledge related to preventing school crises and responding appropriately if a school crisis occurs. It emphasizes current research to help inform school psychological practices and promotes recovery efforts to regain school stability. In addition, it examines risk and resilient factors necessary for safe and healthy schools.

**EDSS 615. Intro to Research in Ed & Psyc. (3 Credits)**

This course presents the various procedures used for school-based research. Candidates are taught how to evaluate research based on internal validity, statistical outcomes, research ethics, and practical application. In addition, candidates learn how to evaluate individual student outcomes using single subject design methodology. The course is intended to provide candidates with the ability to be critical consumers of research in the field of school psychology, to enable them to think scientifically, and apply this mindset to the evaluation of clinical interventions and educational programs.

**EDSS 626. Culture and Diversity. (3 Credits)**

Candidates will examine issues concerning accepting, respecting, appreciating, and accommodating all members of society who are entitled to enjoy the benefits of education, regardless of their race, color, national origin, gender, native language, age, social or economic status, family structure and lifestyle, sexual orientation, religious perspective, or ability level. Candidates will explore diversity from local and global perspective.

**EDSS 627. Group Process & Facilitation. (3 Credits)**

This course is an introduction to the theory and practice of group counseling. Students gain experience in developing and refining group leadership techniques with emphasis on group process and dynamics. This course focuses on historical and current literature regarding the theoretical and experiential understandings of group purpose, developmental stages, dynamics such as roles, norms, and therapeutic factors, leadership orientations and styles, process, counseling theories, group counseling methods, and skills. Students refine their theory and skills, and they integrate the theoretical and experiential understandings of group theory and practice.

**EDSS 630. Assessment in School Settings. (3 Credits)**

This course covers various assessment procedures such as psychometric testing, professional-constructed tests, achievement tests, and observational methods. Emphasis is placed on using assessments to identify instructional interventions that can be carried out in the classroom setting to remediate learning and behavior problems. Candidates are introduced to the emerging assessment procedures used in schools including universal screening and progress monitoring procedures.

**Course Fee:** 110

**EDSS 640. Ethical and Legal Issues in School Psychology. (3 Credits)****EDSS 645. Statistics I. (3 Credits)**

This course instructs candidates on the use and interpretation of descriptive and basic inferential statistics. Topics include frequency distributions, hypothesis testing, measures of central tendency, measures of variability, shapes of distributions, standard scores, scattergrams, correlational analysis, t-tests, Chi-square, and one-way ANOVA. Candidates also learn how to apply probability to interpret the fidelity of group design research.

**EDSS 650. Applied Behavioral Analysis. (3 Credits)**

This course provides an advanced introduction to the basic principles of learning and effective/practical procedures based upon those principles. Candidates conduct an applied research study using a single subject design. The course is designed to teach candidates how to assess the variables responsible for maintaining problem behavior. Indirect and direct functional behavioral assessments are taught, and candidates learn how to use the results of functional behavioral assessment to develop prevention, antecedent, and consequence-based interventions. Lastly, candidates learn how to develop intervention plans that do not utilize an aversive stimulus.

**EDSS 655. Multi-Tiered System of Support. (3 Credits)**

The provision of effective educational programs and related services for students with disabilities requires school-based professionals to partner with each other, community-based professionals, parents, and the students themselves using a whole-school, data-driven, prevention-based framework for improving learning outcomes for EVERY student through a layered continuum of evidence-based practices and systems. This course addresses the knowledge, skills, and dispositions required of school psychologists together with significant professional others, in program and/or service delivery. Topics include models of collaborative assessment, skills required for effective intervention planning and implementation, progress monitoring, conflict management, and strategies to address obstacles encountered in collaboration.

**EDSS 660. Consult and Collaboration in School Psychology. (3 Credits)**

Through this course, students develop a working knowledge of the systematic and collaborative approaches to consultation. As such, several consultation models are introduced. Skills needed to engage school personnel, community professionals, and the family as a team in developing evidence-based interventions which are designed to enhance the mental health, behavioral, and learning competencies of children and adolescents are emphasized.

**EDSS 670. Neuropsychology and Cognitive Assessment. (4 Credits)**

This course provides practice in administering and processing the outcomes of neuropsychological batteries and major cognitive tests. Students are expected to score test records, interpret outcomes, write reports, and communicate results in order to demonstrate the knowledge and skills needed to make ethical and evidence-supported decisions, using reliable and valid assessments appropriate for use with individuals from diverse backgrounds, and in collaboration with others.

**Corequisites:** EDSS 671

**EDSS 680. Social-Emotional Assessment. (3 Credits)**

Students learn assessment techniques to examine social, emotional, and behavioral functioning in children and adolescents. A problem-solving approach is utilized with training in reviewing, interviewing, observing, and testing children and adolescents. Major tests considered and applied within this course include rating scales and formal assessments used to diagnose more specific disorders.

**Course Fee:** 110

**EDSS 685. Advanced Diagnostic Assessment. (3 Credits)**

This assessment course prepares students to conduct diagnosis and classification in accordance with multiple theories existing in the clinical and educational research. Students utilize cognitive, academic, and social/emotional data in developing hypotheses regarding the presence of learning and social-emotional disorders and in planning for intervention delivery. The course emphasizes the complex variables of culture, environment and language in making inferences regarding the presence of a disability.

**Course Fee:** 55

**EDSS 690. Special Topics. (0-6 Credits)**

**May be repeated for credit.**

Topics Determined by department

Enrollment limited to students in the School of Education college.

**EDSS 690A. Portfolio in School Psychology. (2 Credits)**

The purpose of this seminar is twofold: 1) to crystalize learnings over the course of the semester accomplished through observations and reflections, and 2) to document how these curricular experiences apply to professional practice using NASP Domains as a frame of reference. In overall perspective, the development of a School Psychology Portfolio serves as evidence students' knowledge and competence in the NASP standards for training and practice and to demonstrate their readiness for the Internship in School Psychology. In the final semester of the program, students provide a formal presentation to faculty as a culminating academic experience.

**EDSS 690B. Portfolio in School Psychology. (2 Credits)**

The purpose of this seminar is twofold: 1) to crystalize learnings over the course of the semester accomplished through observations and reflections, and 2) to document how these curricular experiences apply to professional practice using NASP Domains as a frame of reference. In overall perspective, the development of a School Psychology Portfolio serves as evidence students' knowledge and competence in the NASP standards for training and practice and to demonstrate their readiness for the Internship in School Psychology. In the final semester of the program, students provide a formal presentation to faculty as a culminating academic experience.

**EDSS 697A. Practicum in School Psych K-12. (3 Credits)**

Supervised school psychological practicum in a school setting (pre-K to 12). School psychology students' engage in direct services (e.g., psychoeducational testing) and indirect services (e.g., consultation and collaboration) under supervision. Includes Practicum seminar which entails group supervision, review, and discussion of field experiences and current professional issues.

**EDSS 697B. Practicum in School Psych K-12. (3 Credits)**

Supervised school psychological practicum in a school setting (pre-K to 12). School psychology students' engage in direct services (e.g., psychoeducational testing) and indirect services (e.g., consultation and collaboration) under supervision. Includes Practicum seminar which entails group supervision, review, and discussion of field experiences and current professional issues.

**EDSS 698A. Internship in SchoolPsych K-12. (1 Credit)**

Full-time one-semester (or part-time two semester) placement in a school or educational agency. A minimum of 600 hours are required for this internship. Prerequisites: completion of all required courses and related laboratory experiences, presentation of professional portfolio prospectus, completion of a pre-internship review, and approval of the School Psychology Program Director. Clinical experiences are designed to ensure that students have the opportunities to demonstrate mastery of NASP field experience competencies. Grading is on a Satisfactory/Unsatisfactory basis. Includes supervisory seminar which provides an opportunity for all school psychology interns to learn from each other's clinical experiences. This course also serves as a means for tracking and providing feedback regarding mastery of program competencies. Readings and learning activities may be assigned, with selected topics presented by the instructors to prepare interns for program completion, graduation, certification, and eventual employment.

**EDSS 698B. Internship in SchoolPsych K-12. (1 Credit)**

Full-time one-semester (or part-time two semester) placement in a school or educational agency. A minimum of 600 hours are required for this internship. Prerequisites: completion of all required courses and related laboratory experiences, presentation of professional portfolio prospectus, completion of a pre-internship review, and approval of the School Psychology Program Director. Clinical experiences are designed to ensure that students have the opportunities to demonstrate mastery of NASP field experience competencies. Grading is on a Satisfactory/Unsatisfactory basis. Includes supervisory seminar which provides an opportunity for all school psychology interns to learn from each other's clinical experiences. This course also serves as a means for tracking and providing feedback regarding mastery of program competencies. Readings and learning activities may be assigned, with selected topics presented by the instructors to prepare interns for program completion, graduation, certification, and eventual employment.

**EDSS 701. Psychology of Children with Exceptionality. (3 Credits)**

This course provides candidates with an overview of special education. Etiology, characteristics, assessment, and treatment of major disabling conditions are covered. Philosophical, political, and pedagogical implications of past, current, and future services are analyzed. The link between these conditions with regard to educational placement decisions and least restrictive environments is emphasized.

**EDSS 710. History and Systems of Psychology. (3 Credits)**

This course provides a framework for examining the historical, philosophical, and theoretical progressions in the field of psychology. This course addresses the fundamentals of scientific thinking and how it has influenced modern psychology. Emphasis is placed on how scientific thinking has influenced different views of human nature, the self, and social contexts.

**EDSS 712. School Safety, Crisis Preparation, and Response. (3 Credits)**

This course is designed to promote knowledge related to preventing school crises and responding appropriately if a school crisis occurs. It emphasizes current research to help inform school psychological practices and promotes recovery efforts to regain school stability. In addition, it examines risk and resilient factors necessary for safe and healthy schools.

**EDSS 715. Intro to Research in Ed & Psyc. (3 Credits)**

This course presents the various procedures used for school-based research. Candidates are taught how to evaluate research based on social validity, statistical outcomes, research ethics, and practical application. In addition, candidates learn how to evaluate individual student outcomes using single subject design methodology. The course is intended to provide candidates with the ability to be critical consumers of research in the field of school psychology, to enable them to think scientifically, and apply this mindset to the evaluation of clinical interventions and educational programs.

**EDSS 720. Research Seminar in School Psychology. (0 Credits)**

This course has three primary purposes: 1) to provide an orientation to the research expertise among school psychology program faculty, school of education faculty, and other scholars; 2) to foster an identity as a professional psychologist within the framework of the scientist-practitioner model; and 3) to develop an understanding of ethics as they relate to the conduct of research with human participants and the requirements of Gonzaga University's Institutional Review Board. In addition, this course provides a forum for all faculty and candidates in the program to exchange ideas about psychology and the application of scientific methods to a study of human behavior.

**EDSS 721A. Dissertation Proposal I. (1 Credit)**

The dissertation proposal series of courses (I and II) includes activities necessary to conduct a literature review, design, implement, analyze/evaluate, and summarize a doctoral dissertation in school psychology. Candidates are expected to identify a research project through a literature review and/or needs assessment for successful completion of Dissertation Proposal I. Candidates are expected to determine appropriate procedures and methodology to conduct their dissertation for successful completion of Dissertation Proposal II. In addition, candidates are expected to complete a successful defense of their dissertation proposal (e.g., literature review, procedure, methods) to their dissertation committee at the end of Dissertation Proposal II.

**EDSS 721B. Dissertation Proposal I. (1 Credit)**

The dissertation proposal series of courses (I and II) includes activities necessary to conduct a literature review, design, implement, analyze/evaluate, and summarize a doctoral dissertation in school psychology. Candidates are expected to identify a research project through a literature review and/or needs assessment for successful completion of Dissertation Proposal I. Candidates are expected to determine appropriate procedures and methodology to conduct their dissertation for successful completion of Dissertation Proposal II. In addition, candidates are expected to complete a successful defense of their dissertation proposal (e.g., literature review, procedure, methods) to their dissertation committee at the end of Dissertation Proposal II.

**EDSS 722. Quantitative Research Methods and Design. (3 Credits)**

This course teaches candidates how to determine appropriate methods of analysis, documenting the results obtained, and interpreting an analysis in everyday terms. A variety of multivariate research designs, appropriate statistical techniques used with each design, and their application in experimental and clinical research settings are taught.

**EDSS 723. Qualitative Research Methods and Design. (3 Credits)**

The purpose of this course is to provide candidates with an introduction to the philosophical, conceptual, and practical basis of qualitative research. This course prepares candidates with the skills necessary to conduct field research using qualitative methods and perspectives. This course also introduces candidates to the development of qualitative research questions, qualitative data collection techniques, and qualitative analyses. Finally, this course provides candidates with an introduction to writing a qualitative research proposal.

**EDSS 726. Culture and Diversity. (3 Credits)**

Candidates will examine issues concerning accepting, respecting, appreciating, and accommodating all members of society who are entitled to enjoy the benefits of education, regardless of their race, color, national origin, gender, native language, age, social or economic status, family structure and lifestyle, sexual orientation, religious perspective, or ability level. Candidates will explore diversity from a local and global perspective.

**EDSS 727. Group Process & Facilitation. (3 Credits)**

This course is an introduction to the theory and practice of group counseling. Students gain experience in developing and refining group leadership techniques with emphasis on group process and dynamics. This course focuses on historical and current literature regarding the theoretical and experiential understandings of group purpose, developmental stages, dynamics such as roles, norms, and therapeutic factor's, leadership orientations and styles, process, counseling theories, group counseling methods, and skills. Students refine their theory and skills, and they integrate the theoretical and experiential understandings of group theory and practice.

**EDSS 730. Assessment in Schl Settings. (3 Credits)**

This course covers various assessment procedures such as psychometric testing, professional-constructed tests, achievement tests, and observational methods. Emphasis is placed on using assessments to identify instructional interventions that can be carried out in the classroom setting to remediate learning and behavior problems. Candidates are introduced to the emerging assessment procedures used in schools including universal screening and progress monitoring procedures.

**Course Fee:** 110

**EDSS 735. Counseling Theories. (3 Credits)**

Students in this course will have the opportunity to examine historic and current cognitive, affective, spiritual, and behavioral theoretical orientations to counseling psychology and the application of theory to counseling service, case conceptualization, and counseling interventions. From this historical and current exploration, students will begin to develop a personal model of counseling, a general framework for understanding and practicing counseling. Additionally, students will examine the historical development of consultation, explore the stages of consultation and the major models of consultation, and apply the theoretical material to case presentations. Students will also begin to develop a personal model of consultation.

**EDSS 736. Dissertation Defense. (2 Credits)**

The purpose of this course is to support candidates in the completion of their dissertation. Activities include finalizing the writing of the dissertation as well as preparing an oral defense presentation for the dissertation committee. Candidates meet for class, as well as with their dissertation advisor, to facilitate the steps leading to a successful defense and final approval of their dissertation by their dissertation committee.

**EDSS 740. Ethical & Lgl Iss in Schl Psyc. (3 Credits)**

This course introduces candidates to the legal and ethical issues surrounding general and special education. Special attention is given to the rights of families with children who have developmental disabilities. Candidates become well versed in legal requirements laid forth in Public Law 105-17 and Public Law 99-457. Candidates come to understand the components of a well-planned individual education program. In addition, candidates respond to case scenarios that require action throughout the provision of providing a Free and Appropriate Public Education. An emphasis is made regarding disagreements that occur within the school context and how to avoid administrative/legal remedies.

**EDSS 741. Ed Leadership & Community. (3 Credits)**

The purpose of this course is to advance candidates understanding of school and community relationships by applying and promoting a culture of learning that is respectful of all stakeholders. This course will address the significant aspects of developing school and community partnerships that create supports for the academic, social, and emotional needs of students.

**EDSS 745A. Statistics I. (3 Credits)**

This course instructs candidates on the use and interpretation of descriptive and basic inferential statistics. Topics include frequency distributions, hypothesis testing, measures of central tendency, measures of variability, shapes of distributions, standard scores, scattergrams, correlational analysis, t-tests, Chi-square, and one-way ANOVA. Candidates also learn how to apply probability to interpret the fidelity of group design research.

**EDSS 745B. Statistics II. (3 Credits)**

The purpose of this course is to provide candidates with a variety of multivariate research designs in experimental and clinical research settings. Additionally, candidates are taught appropriate statistical techniques to analyze, interpret, and disseminate results of multivariate research. Emphasis for this course includes knowledge of the skills necessary to conduct research using multiple regression, factor analysis, multivariate analysis of variance. In addition, an introduction to path analysis, structural equation modeling, and other multivariate analyses is provided.

**EDSS 750. Applied Behavioral Analysis. (3 Credits)**

An advanced introduction to the basic principles of learning and effective and practical procedures based upon those principles. Students read seminal articles in the field of behavior analysis and conduct and write up their own applied research study, implementing some of the procedures to remediate socially significant problems of children. An emphasis is made regarding the application of these principles in individual, classroom, and school-wide intervention plans.

**EDSS 755. Multi-Tiered System of Support. (3 Credits)**

The provision of effective educational programs and related services for students with disabilities requires school-based professionals to partner with each other, community-based professionals, parents, and the students themselves using a whole-school, data-driven, prevention-based framework for improving learning outcomes for EVERY student through a layered continuum of evidence-based practices and systems. This course addresses the knowledge, skills, and dispositions required of school psychologists together with significant professional others, in program and/or service delivery. Topics include models of collaborative assessment, skills required for effective intervention planning and implementation, progress monitoring, conflict management, and strategies to address obstacles encountered in collaboration.

**EDSS 755A. Internship in School Psychology I. (1 Credit)**

This course takes place in the Fall semester of the school psychology doctoral internship and is a continuation of Doctoral Internship I. Candidates must successfully complete the 1500-hour doctoral internship to complete the program.

**EDSS 755B. Internship in School Psychology II. (1 Credit)**

This course takes place in the spring semester of the school psychology doctoral internship and is a continuation of Doctoral Internship I. Candidates must successfully complete the 1500-hour doctoral internship to complete the program.

**EDSS 760. Consultation & Collaboration. (3 Credits)**

Through this course, students develop a working knowledge of the systematic and collaborative approaches to consultation. As such, several consultation models are introduced. Skills needed to engage school personnel, community professionals, and the family as a team in developing evidence-based interventions which are designed to enhance the mental health, behavioral, and learning competencies of children and adolescents are emphasized.

**EDSS 770. Neuropsychology and Cognitive Assessment. (4 Credits)**

This course provides practice in administering and processing the outcomes of neuropsychological batteries and major cognitive tests. Students are expected to score test records, interpret outcomes, write reports, and communicate results in order to demonstrate the knowledge and skills needed to make ethical and evidence-supported decisions, using reliable and valid assessments appropriate for use with individuals from diverse backgrounds, and in collaboration with others.

**Course Fee:** 110

**EDSS 775. Personality Assessment. (3 Credits)**

This course provides an in-depth study of major personality theories. In addition, candidates are taught to administer, score, and interpret projective and objective tests and assessments as part of a global assessment of social, affective, and behavioral functioning. Candidates use this information to inform diagnoses as well as use the testing and assessment results to inform intervention and instructional practices.

**Course Fee:** 110

**EDSS 776. Systems and Change. (3 Credits)**

This course prepares candidates for professional roles as an applied behavioral consultant and/or program evaluator. The course focuses on the dynamics of working with groups in a variety of settings and on developing effective interventions at a systemic level in a culturally responsive manner. It also provides the knowledge, skills, perspectives, and reflective practice candidates need to conduct a program evaluation in human service agencies. A range of exercises are used to give each candidate an opportunity to become familiar with issues involved in consultation and program evaluation.

**EDSS 777. Psychometric Theory. (3 Credits)**

This course provides candidates with an understanding of the principles and practices underlying the construction, use, and interpretation of psychological and educational tests and assessments. There are two general facets to the field of psychometrics: (a) test and assessment development and (b) the theory and methods to analyze and evaluate the resulting test and assessment data. This course introduces these facets and includes instruction on classical test theory, generalizability theory, and item response theory.

**EDSS 780. Social-Emotional Assessment in School and Home. (3 Credits)**

Students learn assessment techniques to examine social, emotional and behavioral functioning in children and adolescents. A problem solving approach is utilized with training in reviewing, interviewing, observing and testing children and adolescents. Major tests considered and applied within this course include rating scales and formal assessments used to diagnose more specific disorders.

**Course Fee:** 110

**EDSS 781. Social Bases of Behavior. (3 Credits)**

Students learn assessment techniques to examine social, emotional and behavioral functioning in children and adolescents. A problem solving approach is utilized with training in reviewing, interviewing, observing and testing children and adolescents. Major tests considered and applied within this course include rating scales and formal assessments used to diagnose more specific disorders.

**EDSS 782. Directed Study. (0-6 Credits)**

**May be repeated for credit.**

Topics determined by instructor.

**EDSS 785. Advanced Diagnostic Assessment. (3 Credits)****EDSS 787. Child & Adolescent Counseling. (3 Credits)****EDSS 788. Developmental Bases of Behavior. (3 Credits)**

This course provides candidates with a critical examination of the multifaceted influences responsible for the diverse outcomes in human development. Emphasis is placed on contemporary views regarding genetics, contextualism, and multi-levels of development. In addition, a review of major research issues and practical application of developmental theory is provided as well as ways in which normal development differs across cultures.

**EDSS 789. Biological Bases of Behavior. (3 Credits)**

This course provides candidates with current understandings of how biological functions can alter overt behavior. Course content includes the anatomy and physiology of the human brain, behavioral functions associated with the cerebral hemispheres and lobes, neurobehavioral presentations of common neurological and psychiatric conditions, and how brain functions are assessed using neuropsychological test and assessment batteries. An additional emphasis of the course is how understanding biological/behavioral interactions can be used when designing interventions for socially significant human problems.

**EDSS 790A. Prof Portfolio in Schl Psyc. (1 Credit)****EDSS 790B. Prof Portfolio in Schl Psyc. (1 Credit)****EDSS 791. Cognitive Bases of Behavior. (3 Credits)**

This course provides candidates with current understandings of how cognitive functions can alter overt behavior. Course content includes how brain functions are assessed using neuropsychological test and assessment batteries. An additional emphasis of the course is how understanding cognitive/behavioral interactions can be used when designing interventions for socially significant human problems.

**EDSS 792A. Clinical Supervision I. (2 Credits)****EDSS 792B. Clinical Supervision II. (1 Credit)**

**May be repeated for credit.**

**EDSS 795. Clinical Practicum. (3 Credits)**

**May be repeated for credit.**

**EDSS 796. Affective Bases of Behavior and Psychopathology. (3 Credits)****EDSS 797A. Pract in Sch Psyc K-12. (3 Credits)**

Supervised school psychological practicum in a school setting (pre-K to 12) or alternative clinical setting. School psychology students engage in direct services (e.g., psychoeducational testing) and indirect services (e.g., consultation and collaboration) under supervision. Includes Practicum seminar which entails group supervision, review, and discussion of field experiences and current professional issues.

**EDSS 797B. Pract in Sch Psyc K-12. (3 Credits)**

Supervised school psychological practicum in a school setting (pre-K to 12) or alternative clinical setting. School psychology students engage in direct services (e.g., psychoeducational testing) and indirect services (e.g., consultation and collaboration) under supervision. Includes Practicum seminar which entails group supervision, review, and discussion of field experiences and current professional issues.

**EDSS 798A. Doc Internship in Schl Psyc. (1 Credit)****EDSS 798B. Doc Internship in Schl Psyc. (1 Credit)**