School Psychology and Educational Leadership

Chair: Fan

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Professor Emeritus: Frantz

Doctor of Education (Ed.D.) in Educational Leadership

The Doctor of Education (Ed.D.) in Educational Leadership is the College of Education’s highest degree awarded in recognition of academic preparation for professional practice in educational leadership. Because students enter the program with substantial knowledge, skills, abilities, and experience, the doctoral degree in Educational Leadership seeks to support the development of education professionals as scholars, researchers, and practitioners. This three-part whole provides the grounding from which all benchmarks of the student’s educational journey, from admissions to advancement to candidacy and ultimately program completion, are assessed. The doctorate in Educational Leadership does not lead to certification as a superintendent (see Educational Specialist in Educational Administration below).

As scholars, Doctors of Educational Leadership demonstrate content mastery. As researchers, Doctors of Educational Leadership demonstrate the application of content mastery through scholarly contributions reflecting the necessary dispositions and skills to successfully conduct meaningful education research. Finally, through guided practicum experiences, Doctors of Educational Leadership demonstrate their ability to use acquired knowledge, dispositions, and skills as scholars and researchers in applied educational leadership settings.

Ed.D. with Educational Leadership Standards

The Ed.D. in Educational Leadership is aligned with two sets of standards: the Idaho State University Standards for Advanced Professionals (described previously) and the Idaho Standards for School Administrators (described here). The Doctor of Education in Educational Leadership Standards address the knowledge, dispositions, skills, and strategies that frame successful educational leadership. These standards include: Organizational Development, Consultation, Diversity, Supervision, Managing Change, Applied Foundations, Technology, Research, Teaching and Learning Theory, and Leadership, Ethics, and Communication.

Educational Specialist (Ed.S.) in Education Administration

The Educational Specialist (Ed.S.) program represents advanced work in education administration leading to superintendent certification. Applicants will enter the program after completion of a master's degree in Education Administration. Completion of the Education Specialist program requires a minimum of 30 semester credit hours beyond the master's degree with an accumulated GPA of 3.5 during the specialist program. Students with a master's degree in areas other than administration may be required to take additional work equivalent to that required in the administration degree and must meet initial principal certification.

Educational Specialist with Education Administration Standards

The Educational Specialist in Education Administration curriculum is aligned with two separate but related sets of standards: The Idaho State University College of Education Standards for Advanced Professionals and the Idaho State Department of Education’s requirements for an Administrator Certificate with the Superintendent endorsement. All sets of standards are aligned.

Educational Specialist (Ed.S.) in School Psychology

The Educational Specialist (Ed.S.) in School Psychology together is fully approved by the National Association of School Psychologists (NASP) with evidence of consistency with the NASP’s professional standards for graduate preparation of school psychologists. The program puts a large focus on preparing competent practitioners under the NASP practice model and prepares students to work in an educational setting as a practicing school psychologist or to function as a platform for students wishing to later pursue a doctoral degree.

Educational Specialist in School Psychology Standards

The Educational Specialist in School Psychology training aligns with the NASP’s training standards for graduate preparation of school psychologists. The standards represent foundational guidance for the field of school psychology and outline how services are integrated to best meet the needs of students, families, and the school community.

Master of Education (M.Ed.) in Educational Leadership

The Master of Education (M.Ed.) in Education Leadership is designed to help students develop the knowledge, skills, and dispositions necessary to engage in more effective leadership practice. The curriculum in the Master of Education in Educational Leadership is designed to strengthen the student's understanding, knowledge, and skills in Core Professional Studies and Educational Leadership as they relate to successful leadership roles in other educational settings, such as community colleges, vocational technical schools, or other education agencies. This program will not lead to certification as a P-12 principal.

Master of Education with Educational Leadership Standards

The curriculum for the Master of Education with Educational Leadership is aligned to the Idaho State University College of Education Standards for Advanced Professionals (previously described).

Master of Education (M.Ed.) with P-12 Educational Administration

The curriculum in the Master of Education (M.Ed.) with P-12 Educational Administration is designed to strengthen the student's understanding, knowledge, and skills in Core Professional Studies and Educational Administration as they relate to successful P-12 education administration. The Master of Education with P-12 Education Administration emphasis can lead to certification as a P-12 principal.

Master of Education with P-12 Educational Administration Standards

The Master of Education in P-12 Education Administration leading to P-12 principal certification curriculum is aligned to two related sets of standards: The Idaho State University - College of Education Standards for Advanced Professional (described previously) and the Idaho Standards for School Administrators.
Master of Education (M.Ed.) in P-12 Educational Administration with Athletic Administration Emphasis

The curriculum in the Master of Education (M.Ed.) in P-12 Educational Administration with Athletic Administration emphasis is designed to strengthen the student's understanding, knowledge, and skills in Core Professional Studies and Educational Administration as they relate to successful P-12 education administration. The Master of Education with P-12 Education Administration with Athletic Administration emphasis can lead to certification as a P-12 principal.

Master of Education in P-12 Educational Administration with Athletic Administration Emphasis Standards

The Master of Education in Educational Leadership in P-12 Education Administration with Athletic Administration emphasis leading to P-12 principal certification curriculum is aligned to two related sets of standards: The Idaho State University - College of Education Standards for Advanced Professional (described previously) and the Idaho Standards for School Administrators.

Master of Education (M.Ed.) in School Psychological Examiner

Master of Education (M.Ed.) in School Psychological Examiner is fully approved by the National Association of School Psychologists (NASP) with evidence of consistency with the NASP's professional standards for graduate preparation of school psychologists. The program puts a large focus on preparing competent practitioners under the NASP practice model and prepares students to work in an educational setting as a practicing school psychologist or to function as a platform for students wishing to later pursue a doctoral degree.

Master of Education with School Psychological Examiner Standards

Master of Education in School Psychology training aligns with the NASP's training standards for graduate preparation of school psychologists. The standards represent foundational guidance for the field of school psychology and outline how services are integrated to best meet the needs of students, families, and the school community.

Idaho K-12 Principal Endorsement Certificate

Individuals who currently hold an educationally-related master's degree can complete a sequence of courses to be eligible for an Institutional Recommendation toward the Idaho K-12 principal endorsement from the State Department of Education. This administrative certificate program includes 18 credits of coursework aligned to the Idaho Standards for the Preparation of School Principals, 3 credits of Internship (a state requirement), and 1 credit of Case Study (taken in the last semester of the certificate program).

Idaho Special Education Director Endorsement Certificate

Individuals with a master’s degree in K-12 educational administration can complete a sequence of courses to be eligible for an Institutional Recommendation from the College of Education to add the Special Education Director endorsement as an administrative certificate from the State Department of Education.

Idaho State Pre-K-12 Principal Certification Standards

These standards address competencies determined by the State of Idaho to be necessary for effective school leadership (i.e., principal). Standards must be met through graduate-level course work in school administration for the preparation of school principals at an accredited college or university. These 10 standards include Mission, Vision, and Beliefs, Ethics and Professional Norms, Equity and Cultural Responsiveness, Curriculum, Instruction, and Assessment, Community of Care and Support for Students, Professional Capacity of School Personnel, Professional Community for Teachers, Meaningful Engagement of Families and Community, Operations and Management, and Continuous School Improvement. Idaho principal certification can be a student outcome through this curricular/standard alignment.

Doctor of Education in Educational Leadership

Admission Requirements

Admission to the Educational Leadership doctoral program is based on a rolling-cohort model. Cohorts cycle through approximately every three years. Screening of applications for cohort admission begins April 15th of the year in which a cohort is scheduled to begin the program. Outside the cohort, applications are invited on an ongoing basis. Non-cohort applications are reviewed in fall, spring, and summer. Every effort is made to support the doctoral program of study of non-cohort students.

At the time of application, the applicant must specify a single area of concentration (i.e., P-12 Education Administration, Higher Education Administration, Instructional Design and Technology). Should a student wish to change his or her area of concentration, he or she must reapply to the Graduate School for readmission to the doctoral program in Educational Leadership.

For admission to the Doctor of Education in Educational Leadership, the student must apply to and meet the criteria for admission to the Graduate School. The applicant must also meet the following minimum admission requirements:

1. A master’s degree in education or a related field from a regionally accredited institution with a minimum of a 3.5 grade point average in the graduate-level coursework
2. Letter of interest, stating why the applicant is interested in the Ed.D. (specify concentration)
3. A minimum score at the 40th percentile on the Miller Analogies Test (MAT) or on either the Verbal Reasoning or Analytical Writing section on the Graduate Record Examination (GRE)
4. A current resume that includes the names of two professional references who can address the academic or professional/leadership qualifications of the applicant
5. Successful completion of an interview with faculty in the proposed concentration area
6. Successful performance of a writing sample completed in conjunction with the interview

International students whose native language is not English must comply with Graduate School admissions requirements. Additional language-based coursework may be required of international students whose native language is not English.

General Requirements

The Doctor of Education in Educational Leadership with an emphasis in Higher Education Administration requires a minimum of 64 semester credits of course work:

- 18 credits in the doctoral core
- 27 credits in the area of emphasis, including 3 credits of electives
- 9 credits of cognate courses (5500 level and above)
- 10 dissertation credits

The Doctor of Education in Educational Leadership with an emphasis in P-12 Education Administration requires a minimum of 61 credits.
• 18 credits in doctoral core
• 24 credits in the area of emphasis, including a minimum of 3 practicum credits
• 9 credits of cognate courses (5500 level and above)
• 10 dissertation credits

The Doctor of Education in Educational Leadership with an emphasis in Instructional Design and Technology requires a minimum of 61 credits:

• 15 credits in doctoral core
• 27 credits in the area of emphasis, including a minimum of 6 practicum credits and 9 EDLT elective credits
• 9 credits of cognate courses (5500 level and above)
• 10 dissertation credits

The Educational Leadership program defines cognate study as a planned set of courses, 5500-level and above, outside the student’s concentration area, taken within the College of Education or outside it. Cognate study is to be determined prior to cognate course enrollment, in consultation with the student’s advisor.

Of the 61/64 semester credits required for the Ed.D. in Educational Leadership, at least 30 semester credits of course work must be taken at Idaho State University. Dissertation credits may not be transferred from another institution.

Students are required to maintain continuous enrollment of at least one semester credit of work each semester (including summers) from matriculation to completion of the program including completion of the dissertation and oral defense. Failure to maintain continuous enrollment can result in dismissal from the program.

Students must maintain a 3.2 grade point average to qualify for the Doctor of Education. Two grades of C+ or below during the entire program will result in admissions status review, with the possibility of dismissal.

Final Program of Study
Tentative programs of study may be drafted upon program entry with the help of the student’s advisor. The final program of study must be submitted with the Comprehensive Examination Notice of Intent and routed through the student’s advisor, the Department, and the Dean of the College of Education. Upon submission of the final program of study to the Dean of the Graduate School, the Dissertation Committee, including the Graduate Faculty Representative, is established and the student is advanced to candidacy.

Comprehensive Examination
The comprehensive examination is a significant aspect of the student’s total doctoral program. The written examination is normally administered during or immediately following the last semester in which the student is engaged in formal course work.

The comprehensive examination has, as its overall objective, the assessment of the student’s knowledge, understanding, and skills as they relate to the field of educational leadership. Examination guidelines are provided in the Ed.D. Handbook.

Dissertation and Oral Defense
Upon successful completion of the comprehensive examination and approval of the dissertation proposal by the student’s Dissertation Committee, the student is authorized to complete the dissertation in preparation for the oral defense.

Required Courses
The Doctor of Education in Educational Leadership requires a minimum of 61/64 semester credits of course work. Doctoral degrees in P-12 Education Administration and Higher Education Administration require 18 credits in the doctoral core. The Ed.D. degree in Instructional Design and Technology requires 15 credits in the doctoral core. A minimum of 24 credits in the area of concentration is required for the Ed.D. in P-12 Education Administration. The Ed.D. in Higher Education Administration requires 24 credits in the area of concentration and 3 elective credits. The Ed.D. in Instructional Design and Technology requires 27 concentration area credits that include 9 credits of EDLT electives and 6 credits of practicum (EDLT 7737). Each emphasis requires 9 credits of cognate study (determined in consultation with the student’s advisor and concentration area) at the graduate level (5500 or above) and at least 10 dissertation credits.

The student may select from the following areas of emphasis: P-12 Education Administration, Higher Education Administration, or Instructional Design and Technology.

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDLP 7700</td>
<td>Change Strategies</td>
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<td>EDLP 7703</td>
<td>Leadership and Organizational Development</td>
<td>3</td>
</tr>
<tr>
<td>EDLP 7705</td>
<td>Advanced Research Design II (Qualitative)</td>
<td>3</td>
</tr>
<tr>
<td>EDLP 7706</td>
<td>Advanced Research Design II (Quantitative)</td>
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<td>EDLP 7721</td>
<td>Intermediate Statistics in Edu</td>
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<tr>
<td>EDLP 8800</td>
<td>Doctoral Seminar</td>
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<td>EDLP 8801</td>
<td>Capstone Seminar</td>
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</tr>
<tr>
<td>EDLP 8830</td>
<td>Comp Exam</td>
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P-12 Education Administration Concentration (24 credits)

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<tr>
<td>EDLA 6643</td>
<td>School Personnel Administration</td>
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<tr>
<td>EDLA 6662</td>
<td>The Superintendent</td>
<td>3</td>
</tr>
<tr>
<td>EDLA 6664</td>
<td>Public School Monetary Policy</td>
<td>3</td>
</tr>
<tr>
<td>EDLA 7720</td>
<td>Legal and Ethical Issues in Educational Organizations</td>
<td>3</td>
</tr>
<tr>
<td>EDLA 7721</td>
<td>Educational Policy and Governance</td>
<td>3</td>
</tr>
<tr>
<td>EDLA 7723</td>
<td>Educational Planning and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>EDLA 7724</td>
<td>Data Informed Instructional Leadership</td>
<td>3</td>
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<tr>
<td>EDLA 7737</td>
<td>Practicum</td>
<td>1-3</td>
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<tr>
<td>EDLA 7751</td>
<td>Case Analysis in Educational Administration</td>
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Cognates (9 credits)

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<tbody>
<tr>
<td>EDLP 8840</td>
<td>Dissertation Prospectus</td>
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<tr>
<td>EDLP 8850</td>
<td>Dissertation</td>
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Total Credits 43-59

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>EDLP 7700</td>
<td>Change Strategies</td>
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<td>EDLP 7703</td>
<td>Leadership and Organizational Development</td>
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<td>Advanced Research Design II (Qualitative)</td>
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<td>EDLP 7706</td>
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<tr>
<td>EDLP 7721</td>
<td>Intermediate Statistics in Edu</td>
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</table>
EDLP 8800 Doctoral Seminar 1
EDLP 8801 Capstone Seminar 1
EDLP 8830 Comp Exam 1

Higher Education Administration Concentration Courses (24 credits)
EDLH 7730 History and Philosophy of Higher Education 3
EDLH 7731 Law in Higher Education 3
EDLH 7732 College and University Curriculum 3
EDLH 7733 Finance in Higher Education 3
EDLH 7734 Issues and Trends in Higher Education 3
EDLH 7736 Instructional Leadership and Faculty Affairs in Higher Education 3
EDLH 7737 Practicum 1-3
EDLH 7738 Assessment and Accountability in Higher Education 3

Electives (3 credits)
EDLC 7730 The Modern Community College 3
EDLH 7735 Government and External Relations 3
EDLH 7739 Higher Education Leadership Strategic and Enrollment Planning Governance Institutional Research 3
COUN 6680 Foundations of Student Affairs 3

Cognates (9 credits)

Dissertation (10 credits)
EDLT 7749 Instructional Design Seminar 3
EDLT 7780 Spec Topics Instruct Design 3

Cognates (9 credits)

Dissertation (10 credits)
EDLT 8850 Dissertation 1-10

Total Hours 64

Educational Specialist in Education Administration

Admission Requirements
For admission to the Education Specialist program, the student must apply to and meet all criteria for admission to the Graduate School. The student must meet the following requirements:

- A master’s degree in education administration with a minimum 3.5 GPA at the graduate level from an accredited institution
- A minimum of five years of successful teaching and/or administration experience in P-12 schools, including at least one year of successful administrative experience
- A letter of interest stating the applicant’s interest in the Ed.S. program
- A current resume, including the names of and contact information for at least 2 professional references

General Requirements
The Education Specialist program requires a minimum of 30 credits, distributed as listed below to complete. Students must complete the minimum semester hours identified in each area. The courses used to meet the minimum requirements may be taken during the master’s degree or educational specialist program. In general, the program of study for the Education Specialist in Education Administration is as follows:

<table>
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<tbody>
<tr>
<td>EDLC 7744</td>
<td>Instructional Systems Design II (Quantitative)</td>
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<tr>
<td>EDLT 7722</td>
<td>Intermediate Statistics in Edu</td>
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<tr>
<td>EDLT 8801</td>
<td>Doctoral Seminar</td>
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<tr>
<td>EDLT 8830</td>
<td>Comp Exam</td>
<td>1</td>
</tr>
<tr>
<td>Instructional Design &amp; Technology Concentration (27 credits)</td>
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<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tr>
<td>EDLT 7737</td>
<td>Practicum</td>
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<tr>
<td>EDLT 6621</td>
<td>Issues and Trends in Instructional Design and Technology</td>
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</tr>
<tr>
<td>EDLT 6622</td>
<td>Assessment for Digital Formats</td>
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</tr>
<tr>
<td>EDLT 7740</td>
<td>Instructional Systems Design I</td>
<td>3</td>
</tr>
<tr>
<td>EDLT 7742</td>
<td>Multimedia Authoring I</td>
<td>3</td>
</tr>
<tr>
<td>EDLT 7743</td>
<td>Multimedia Authoring II</td>
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<tr>
<td>EDLT 7744</td>
<td>Instructional Systems Design II</td>
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</tr>
<tr>
<td>EDLT 7745</td>
<td>Instructional Design for Distance Learning Delivery</td>
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Electives
Students may select from courses offered in the doctoral program or as determined in consultation with their academic advisor.

Field Experience
EDLT 7737 Practicum 3

Total Credits 30
Educational Specialist in School Psychology

Admission Requirements
Applicants for the Educational Specialist in School Psychology degree must meet all college and university requirements for admission and retention. The completion of the Master of Education in School Psychological Examiner Program OR an equivalent School Psychology master’s degree is a pre-requisite for acceptance into the Educational Specialist in School Psychology Program.

General Requirements
The student must complete 33 credits in School Psychology. All post-master’s degree coursework must be taken from members of the Idaho State University graduate faculty or be approved in advance by the graduate faculty. A minimum grade point average of 3.0 (B) is required overall coursework taken in the Ed.S. program. An oral examination covering the specialist paper, portfolio, and/or relevant topics is required.

Time Requirement
All requirements for the Ed.S. must be completed within a period of five years from the date of completion of the first post-master’s degree course to be applied toward the degree.

Specific Requirements: School Psychology Major
The Ed.S. in School Psychology is designed to be consistent with the minimal entry-level requirements in the field of school psychology as presented by the National Association of School Psychologists. A master’s degree as a school psychological examiner or its equivalent is required.

The Ed.S. is viewed as a practitioner’s degree and will focus on applied activities.

Course Requirements

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<tr>
<td>SCPY 6615</td>
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<td>SCPY 6616</td>
<td>Psychological Assessment</td>
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<tr>
<td>SCPY 6652</td>
<td>Specialist Paper</td>
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<tr>
<td>SCPY 6662</td>
<td>Consultation in Schools</td>
<td>3</td>
</tr>
<tr>
<td>SCPY 6663</td>
<td>Clinical and Diagnostic Interviewing in Schools</td>
<td>3</td>
</tr>
<tr>
<td>SCPY 6664</td>
<td>Neurocognition and Learning</td>
<td>3</td>
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<tr>
<td>SCPY 6665</td>
<td>Clinical School Psychology</td>
<td>3</td>
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<tr>
<td>SCPY 6669</td>
<td>Advanced Practicum in School Psychology</td>
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<tr>
<td>SCPY 7759</td>
<td>Ed.S Internship</td>
<td>6</td>
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Additional Requirements

Students will also prepare a School Psychology Portfolio. The Portfolio will be presented and defended in the Oral Examination.

Total Credits 30

Master of Education in Educational Leadership

Admission Requirements
Applicants must apply to and meet all criteria for admission to the ISU Graduate School. The applicant must also meet the following minimum SPEL admission requirements:

- A bachelor's degree from an accredited institution; usually that degree is in an education-related field
- One year of professional experience
- A letter of interest, stating the applicant's interest in the program
- Current resume, including the names of and contact information for at least 2 professional references
- A minimum GPA of 3.0 for all upper-division credits taken at the undergraduate level

The Master of Education in Educational Leadership requires a minimum of 31 credits.

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<th>Code</th>
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<tr>
<td>EDU 6601</td>
<td>Research and Writing</td>
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<td>OLP 5550</td>
<td>Adult Learning Theory</td>
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</tr>
<tr>
<td>EDU 6610</td>
<td>Applied Educational Statistics</td>
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General Leadership Studies 18

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<tr>
<th>Code</th>
<th>Title</th>
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<tr>
<td>EDU 6608</td>
<td>Organizational Leadership and Education Administration</td>
<td>3</td>
</tr>
<tr>
<td>EDU 6612</td>
<td>School Law, Governance, and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>EDU 6649</td>
<td>Issues in Education Administration</td>
<td>3</td>
</tr>
<tr>
<td>EDU 7721</td>
<td>Educational Policy and Governance</td>
<td>3</td>
</tr>
<tr>
<td>EDU 7723</td>
<td>Educational Planning and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>EDL 7702</td>
<td>Supervision and Empowerment</td>
<td>3</td>
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Field Experiences 4

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<th>Code</th>
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<tr>
<td>ED 6651</td>
<td>Case Analysis in Education</td>
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<tr>
<td>EDU 6657</td>
<td>Internship #</td>
<td>1-3</td>
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</table>

- Students complete 260 hours of Internship; hours determined in cooperation with the university internship coordinator, the Intern, and the cooperating administrator at the sponsoring agency.
- Minimum of 3 credits.
- Three (3) credits of initial enrollment required during the first semester of enrollment thereafter, at least one (1) credit per semester of continuous enrollment until completed.

# Students must complete EDLA 6608 and EDU 6612 as a prerequisite for admission to EDU 6657 (Internship).

Master of Education in P-12 Educational Administration

Admission Requirements
For admission to the Master of Education in P-12 Education Administration, the applicant must apply to and meet all criteria for admission to the Graduate School. The applicant must also meet the following minimum admission requirements:

- A bachelor's degree from an accredited institution; usually that degree is in an education-related field
- Minimum of one year of P-12 teaching experience or documentation of equivalent experience for the P-12 school administration emphasis
- A letter of interest, stating the applicant's interest in the program
- Current resume, including the names of and contact information for at least 2 professional references
- A minimum GPA of 3.0 for all upper-division credits taken at the undergraduate level
- Standardized test information that meets Graduate School admission requirements
The Master of Education in P-12 Education Administration requires a minimum of 31 credits.

<table>
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<tr>
<th>Code</th>
<th>Title</th>
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<tr>
<td>EDUC 6601</td>
<td>Research and Writing</td>
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<tr>
<td>EDUC 6602</td>
<td>Theories of Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6610</td>
<td>Applied Educational Statistics</td>
<td>3</td>
</tr>
<tr>
<td>EDLA 6608</td>
<td>Organizational Leadership and Education Administration</td>
<td>3</td>
</tr>
<tr>
<td>EDLA 6609</td>
<td>Principalship</td>
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<tr>
<td>EDLA 6612</td>
<td>School Law, Governance, and Ethics</td>
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<tr>
<td>EDLA 6614</td>
<td>Curriculum Instruction and Assessment</td>
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<td>EDLA 6615</td>
<td>Supervision and Instructional Leadership</td>
<td>3</td>
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<td>EDLA 6642</td>
<td>School Culture and Community Relations</td>
<td>3</td>
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<tr>
<td>EDLA 6651</td>
<td>Case Analysis in Education</td>
<td>1</td>
</tr>
<tr>
<td>EDLA 6657</td>
<td>Internship * #</td>
<td>1-3</td>
</tr>
</tbody>
</table>

* Students will complete 260 hours of Internship; hours are specified at the elementary, middle school, and high school levels. Minimum of 3 credits required. Three (3) credits of Internship are required in the first semester of enrollment in the Internship; thereafter, at least one (1) credit per semester of continuous enrollment is required until completed.

# Students must complete two of the three courses; EDLA 6608, EDLA 6612, and/or EDLA 6615 as a prerequisite for admission to EDLA 6657 (Internship).

**Master of Education in P-12 Educational Administration with Athletic Administration Emphasis**

**Admission Requirements**

For admission to the Master of Education in P-12 Education Administration with Athletic Administration emphasis, the applicant must apply to and meet all criteria for admission to the Graduate School. The applicant must also meet the following minimum admission requirements:

- A bachelor’s degree from an accredited institution; usually that degree is in an education-related field
- Minimum of one year of P-12 teaching experience or documentation of equivalent experience for the P-12 school administration emphasis
- A letter of interest, stating the applicant's interest in the program
- Current resume, including the names of and contact information for at least 2 professional references
- A minimum GPA of 3.0 for all upper-division credits taken at the undergraduate level
- Standardized test information that meets Graduate School admission requirements

The Master of Education in P-12 Education Administration with Athletic Administration Emphasis requires a minimum of 42 credits.

Students seeking Idaho principal certification (P-12 Education Administration) must meet the requirements of the Idaho State Board of Education. It is recommended that students pursuing the Master of Education with P-12 Educational Administration emphasis have professional experience in an educational context.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPSS 6615</td>
<td>Philosophy and Principles of Athletics in Education</td>
<td>3</td>
</tr>
<tr>
<td>or EDUC 6602</td>
<td>Theories of Learning</td>
<td>3</td>
</tr>
<tr>
<td>HPSS 6640</td>
<td>Research and Writing</td>
<td>3</td>
</tr>
<tr>
<td>or EDUC 6601</td>
<td>Research and Writing</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6610</td>
<td>Applied Educational Statistics</td>
<td>3</td>
</tr>
<tr>
<td>HPSS 6605</td>
<td>Leadership and Administration</td>
<td>3</td>
</tr>
<tr>
<td>EDLA 6609</td>
<td>Principalship</td>
<td>3</td>
</tr>
<tr>
<td>EDLA 6612</td>
<td>School Law, Governance, and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>EDLA 6614</td>
<td>Curriculum Instruction and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>EDLA 6615</td>
<td>Supervision and Instructional Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDLA 6642</td>
<td>School Culture and Community Relations</td>
<td>3</td>
</tr>
<tr>
<td>EDLA 6651</td>
<td>Case Analysis in Education</td>
<td>1</td>
</tr>
<tr>
<td>EDLA 6657</td>
<td>Internship (180 Hours)</td>
<td>3</td>
</tr>
<tr>
<td>HPSS 6625</td>
<td>Advanced Sport Marketing</td>
<td>3</td>
</tr>
<tr>
<td>HPSS 6631</td>
<td>Athletics and the Law</td>
<td>3</td>
</tr>
<tr>
<td>HPSS 6635</td>
<td>Management Aspects of Athletics</td>
<td>3</td>
</tr>
<tr>
<td>HPSS 6655</td>
<td>Internship</td>
<td>1</td>
</tr>
</tbody>
</table>

**Master of Education in School Psychological Examiner**

**Admission Requirements**

Applicants for the Master of Education in School Psychological Examiner degree must meet all college and university requirements for admission and retention. Individuals applying for admission to the Master of Education program in School Psychological Examiner must meet the following admission requirements:

- Bachelor’s degree from a regionally accredited college or university in the United States, or its equivalent from a school in another country.
- Grade point average of 3.0 or higher for all upper-division credits taken at the undergraduate level
- A letter of interest stating the applicant's interest in the program
- A current resume, including the names and contact information for at least 2 professional references
- A minimum score at the 40th percentile on both the verbal and quantitative sections of the Graduate Record Examination (GRE)

**General Requirements**

Students completing a Master of Education in School Psychological Examiner must complete both a written comprehensive examination and an oral examination.
Individuals who currently hold an educationally-related master’s degree can complete a sequence of courses to be eligible for a certificate and Institutional Recommendation toward the Idaho K-12 principal endorsement from the State Department of Education. This administrative certificate program includes 18 credits of coursework aligned to the Idaho Standards for the Preparation of School Principals, 3 credits of Internship (a state requirement), and 1 credit of coursework aligned to the Idaho Standards for the Preparation of School Principals.

### Idaho K-12 Principal Endorsement Certificate (Post-Graduation)

Individuals who currently hold an educationally-related master’s degree can complete a sequence of courses to be eligible for a certificate and Institutional Recommendation toward the Idaho K-12 principal endorsement from the State Department of Education. This administrative certificate program includes 18 credits of coursework aligned to the Idaho Standards for the Preparation of School Principals, 3 credits of Internship (a state requirement), and 1 credit of Case Study (taken in the last semester of the certificate program).

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 6601</td>
<td>Research and Writing</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6602</td>
<td>Theories of Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6610</td>
<td>Applied Educational Statistics</td>
<td>3</td>
</tr>
<tr>
<td>SCPY 6619</td>
<td>Individual Intelligence Testing</td>
<td>3</td>
</tr>
<tr>
<td>SCPY 6657</td>
<td>Legal and Ethical Issues in School Psychology</td>
<td>2</td>
</tr>
<tr>
<td>SCPY 6659</td>
<td>Multicultural Issues in School Psychology</td>
<td>2</td>
</tr>
<tr>
<td>SCPY 6660</td>
<td>Seminar in School Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SCPY 6672</td>
<td>Problem Solving Intervention in Schools</td>
<td>3</td>
</tr>
<tr>
<td>SCPY 6673</td>
<td>Response to Intervention in Schools</td>
<td>3</td>
</tr>
<tr>
<td>SCPY 6682</td>
<td>Cognitive-Behavioral Intervention in Schools</td>
<td>3</td>
</tr>
<tr>
<td>SCPY 6668</td>
<td>Practicum Introduction to School Psychology Learning Disabilities and Special Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 31

The M.Ed. Cohort in School Psychological Examiner degree starts every summer semester. The deadline for submission of applications is April 15. Applications will be reviewed and degree-seeking students will continue to be admitted until program capacity is reached.

### Idaho Special Education Director Endorsement Certificate (Post-Graduation)

Individuals with a master’s degree in K-12 educational administration can complete a sequence of courses to be eligible for a certificate and Institutional Recommendation from the College of Education to add the Special Education Director endorsement as an administrative certificate from the State Department of Education. The course sequence is as follows:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLA 7724</td>
<td>Data Informed Instructional Leadership</td>
<td>3</td>
</tr>
<tr>
<td>SPED 5538</td>
<td>Policies and Procedures in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>SPED 5550</td>
<td>Creating Inclusive Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>SPED 6632</td>
<td>Administration of Special Education</td>
<td>2</td>
</tr>
<tr>
<td>SPED 6639</td>
<td>Internship in Special Education</td>
<td>3</td>
</tr>
</tbody>
</table>

### Educ Admin Courses

**EDLA 5599 Experimental Course: 1-6 semester hours.**

The content of this course is not described in the catalog. Title and number of credits are announced in the Class Schedule. Experimental courses may be offered no more than three times with the same title and content. May be repeated.

**EDLA 6608 Organizational Leadership and Education Administration: 3 semester hours.**

Overview of leadership theories, principles of organizational development, and personal leadership development, and systems theory with applications to education leadership.

**EDLA 6609 Principalship: 3 semester hours.**

Exploration of the role of school principal as leader and manager. Topics include data and records management, personnel management, school finance, technology, special services, school safety, and other building-level topics.

**EDLA 6612 School Law, Governance, and Ethics: 3 semester hours.**

Study of legal principles guiding education organizations; overview of case law, federal and state statutes; governance policies, and ethics that provide the foundation for application of the law in education organizations.

**EDLA 6613 Using Data to Improve School Leadership: 3 semester hours.**

Emphasis on the use and understanding of data analysis to improve teaching and learning in the classroom. Statistical analysis relating to educational leadership decision-making applications.

**EDLA 6614 Curriculum Instruction and Assessment: 3 semester hours.**

Study of curriculum principles and practices of high achieving schools; overview of alignment of a standards-based curriculum with effective instructional practices and assessment.

**EDLA 6615 Supervision and Instructional Leadership: 3 semester hours.**

Examines the role of the principal as instructional leader in the supervision and evaluation of instruction, learning, and student achievement.

**EDLA 6630 Education Equity and Ethics: 3 semester hours.**

Designed to raise awareness among school leaders of equity issues and empower them to advocate equal opportunity for ALL students.

**EDLA 6642 School Culture and Community Relations: 3 semester hours.**

Overview of school culture and climate in relationship to school communications and public relations. Explores diversity and equity issues related to students, staff, and community.

**EDLA 6643 School Personnel Administration: 3 semester hours.**

Study of effective human resources management, including legal and ethical issues related to recruitment, selection, induction, staff development, employee assistance, evaluation, contract negotiations and personnel management.
EDLA 6648 Independent Problems in Education: 1-3 semester hours.
Individual work under staff guidance. Field and/or library research on specific educational problems of interest to graduate students in education. Experience in research composition. May be repeated.

EDLA 6649 Issues in Education Administration: 3 semester hours.
Critical analysis of issues, trends and current topics in education administration.

EDLA 6650 Thesis: 1-6 semester hours.
Thesis credits. May be repeated.

EDLA 6651 Case Analysis in Education: 1 semester hour.
An educational leadership scenario is presented to the student as a capstone experience for the Master's degree or principal certification program in Education Administration. A written report and oral explication is required. May be repeated one time. Graded S/U. PREREQ: Permission of instructor.

EDLA 6657 Internship: 1-3 semester hours.
A partnership between the University and P-12 schools providing students experience in school leadership and administration. Student completes 260 hours of internship experience in school leadership including a minimum of 60 hours of on-site work at each level (elementary, middle, and high school) with accompanying portfolio. Students must enroll for 3 credits in their first semester, and at least 1 credit/semester of continuous enrollment. PREREQ: Two of EDLA 6608, EDLA 6612, and/or EDLA 6615, and permission of instructor. Graded S/U.

EDLA 6662 The Superintendency: 3 semester hours.
Study of school district leadership including organizational systems, ethics, change processes, school board operations, community relations, the role of education in a democratic society, and the needs of diverse constituencies.

EDLA 6664 Public School Monetary Policy: 3 semester hours.
Advanced study of the financial structure of public schools, including equity issues, taxation, revenue generation (grants) and budget development. Special emphasis on Idaho public education.

EDLA 6699 Experimental Course: 1-6 semester hours.
The content of this course is not described in the catalog. Title and number of credits are announced in the Class Schedule. Experimental courses may be offered no more than three times with the same title and content. May be repeated.

EDLA 7720 Legal and Ethical Issues in Educational Organizations: 3 semester hours.
Advanced study of legal and ethical issues in educational organizations and school systems, including major court cases, use of legal counsel and monitoring of legal compliance.

EDLA 7721 Educational Policy and Governance: 3 semester hours.
Study of the relationship between politics, policy and governance of education organizations, including political systems, inter-governmental relations, power and conflict, and policy development regarding equity, quality and efficiency.

EDLA 7723 Educational Planning and Evaluation: 3 semester hours.
Study of planning and evaluation in education organizations including strategic planning, effectiveness and curriculum audits, facility planning, and program planning and evaluation.

EDLA 7724 Data Informed Instructional Leadership: 3 semester hours.
The study of the use of data to support district-wide planning, implementation, and monitoring of curriculum, assessment, and instruction.

EDLA 7737 Practicum: 1-3 semester hours.
Students observe, participate in and perform activities in a school setting. Designed to facilitate school/district leadership knowledge, skills and dispositions. Focus on certification standards. May be repeated for a maximum of 12 credits. PREREQ: Permission of instructor.

EDLA 7748 Independent Problems in Education Administration: 1-3 semester hours.
Individual field work and/or library research under staff guidance on specific education administration problems of interest to doctoral students in the Education Administration program. May be repeated. PREREQ: Permission of instructor.

EDLA 7751 Case Analysis in Educational Administration: 1 semester hour.
A final case analysis scenario is provided to the student as a capstone experience for the Education Specialist degree in Education Administration. A written report and oral explication is required. This course will also serve as the final assessment for the content specialization area of the doctoral degree. May be repeated one time. Graded S/U. PREREQ: Permission of instructor.

Educational Leadership Courses

EDLP 5599 Experimental Course: 1-6 semester hours.
The content of this course is not described in the catalog. Title and number of credits are announced in the Class Schedule. Experimental courses may be offered no more than three times with the same title and content. May be repeated.

EDLP 6699 Experimental Course: 1-6 semester hours.
The content of this course is not described in the catalog. Title and number of credits are announced in the Class Schedule. Experimental courses may be offered no more than three times with the same title and content. May be repeated.

EDLP 7700 Change Strategies: 3 semester hours.
Investigation and application of individual and organizational change strategies and tactics.

EDLP 7702 Supervision and Empowerment: 3 semester hours.
Practical study of leadership values use of coaching, participative management, team building, and critical inquiry to improve supervision in complex organizations.

EDLP 7703 Leadership and Organizational Development: 3 semester hours.
Students will identify and critique several leadership and organizational theories and their application to work environments, and demonstrate a professional code of ethics and values.

EDLP 7705 Advanced Research Design II (Qualitative): 3 semester hours.
Process-based examination of qualitative research designs and methodologies commonly used in education and related fields. PREREQ: EDUC 6601 and EDUC 6610 or permission of instructor.

EDLP 7706 Advanced Research Design II (Quantitative): 3 semester hours.
Process-based examination of quantitative research designs and methodologies commonly used in education and related fields. PREREQ: EDLP 7721 or EDLP 7722 or equivalent or permission of instructor.

EDLP 7721 Intermediate Statistics in Edu: 3 semester hours.
Applications of intermediate statistical methods used in the analysis of quantitative measurement data in education and related fields. Introduces time-series and multi-factor experiments. PREREQ: EDUC 6610 or equivalent.

EDLP 7722 Advanced Statistics in Education: 3 semester hours.
Applications of advanced statistical methods most frequently used in the analysis of quantitative measurement data in education and related fields. PREREQ: EDUC 6610 and EDLP 7705 or EDLP 7706 or equivalent or permission of instructor.

EDLP 7748 Ind Probs in Educ Leadership: 1-3 semester hours.
Individual field work and/or library research under staff guidance on specific education leadership problems of interest to doctoral students in the Educational Leadership program. May be repeated. PREREQ: Permission of instructor.
EDLP 7799 Experimental Course: 1-6 semester hours.
This is an experimental course. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times with the same title and content.

EDLP 8800 Doctoral Seminar: 1 semester hour.
Serves as an initiation/orientation to doctoral study. Exploration of educational leadership through readings, reflection and dialog. Taken during the first year of doctoral course work. Graded S/U.

EDLP 8801 Capstone Seminar: 1 semester hour.
Provides doctoral students with a capstone experience designed to support and facilitate the comprehensive examination preparation and dissertation process. Taken during the final year of course work. Graded S/U.

EDLP 8830 Comp Exam: 1 semester hour.
A capstone requirement of all doctoral students in the Doctor of Education program. Students enroll in EDLP 8830 when they have successfully completed all other core, concentration area, and cognate courses. Is a prerequisite for EDLP 8850. Graded S/U. PREREQ: Permission of the instructor.

EDLP 8840 Dissertation Prospectus: 1-6 semester hours.
Development of the dissertation prospectus, the step prior to the proposal meeting. COREQ: EDLP 8830. PREREQ: Permission of instructor.

EDLP 8850 Dissertation: 1-10 semester hours.
Variable credits. May be repeated. Graded S/U. PREREQ: EDLP 8830 and permission of the instructor.

Higher Ed Comm Coll Courses

EDLC 5599 Experimental Course: 1-6 semester hours.
The content of this course is not described in the catalog. Title and number of credits are announced in the Class Schedule. Experimental courses may be offered no more than three times with the same title and content. May be repeated.

EDLC 6699 Experimental Course: 1-6 semester hours.
The content of this course is not described in the Class Schedule. Title and number of credits are announced in the Class Schedule. Experimental courses may be offered no more than three times with the same title and content. May be repeated.

EDLC 7730 The Modern Community College: 3 semester hours.
Course content addresses the history and philosophy of community college education, including Tribal colleges. Examines the mission, objectives, educational functions, populations served, student and faculty characteristics, and current issues facing community colleges in a global environment.

Higher Educ Admin Courses

EDLH 5599 Experimental Course: 1-6 semester hours.
The content of this course is not described in the catalog. Title and number of credits are announced in the Class Schedule. Experimental courses may be offered no more than three times with the same title and content. May be repeated.

EDLH 6699 Experimental Course: 1-6 semester hours.
The content of this course is not described in the catalog. Title and number of credits are announced in the Class Schedule. Experimental courses may be offered no more than three times with the same title and content. May be repeated.

EDLH 7730 History and Philosophy of Higher Education: 3 semester hours.
Comprehensive analysis of the origin of institutions of higher learning, their philosophical foundations and historical contexts from the classical periods of Greece and Rome to the 20th century.

EDLH 7731 Law in Higher Education: 3 semester hours.
In-depth study of legal issues affecting public and private higher education institutions and systems. Emphasis on statutory provisions, court decisions, common law principles, and constitutional requirements.

EDLH 7732 College and University Curriculum: 3 semester hours.
In-depth study of current higher education curriculum practices and issues in the context of historical, philosophical, and political influences. Includes focus on processes of curriculum development.

EDLH 7733 Finance in Higher Education: 3 semester hours.
Critical analysis of issues in public and private higher education finance. Includes examination of alternative financing sources and methods, resource allocation, and fiscal management.

EDLH 7734 Issues and Trends in Higher Education: 3 semester hours.
Critical analysis of current topics in higher education. Consideration of roles and responsibilities of chief academic officers, boards of regents, faculties, and student services.

EDLH 7735 Government and External Relations: 3 semester hours.
Course explores leadership strategies for effective advocacy with state and federal policy makers, governing boards, development boards, foundations, business and industry, and the general public.

EDLH 7736 Instructional Leadership and Faculty Affairs in Higher Education: 3 semester hours.
Practical study of leadership values and practices unique to higher education and necessary for successful administration in the context of shared governance: focus on faculty leadership in processes of curriculum and program design for college learners evaluation; remediation, and rewards; and the development of academic policy.

EDLH 7737 Practicum: 1-3 semester hours.
A partnership between the Higher Education Concentration and various educational entities where students can experience higher education leadership and administration and their leadership can be assessed. Students engage in practical experience in leadership and administration. Students work under the direction of a graduate faculty member/practicum supervisor and host administrator(s) to fulfill the requirements of a Practicum plan. Students must enroll for 3 credits in their first semester and at least 1 credit/semester of continuous enrollment until the Practicum is completed. May be repeated for a maximum of 12 credits. Graded S/U. PREREQ: Permission of instructor.

EDLH 7738 Assessment and Accountability in Higher Education: 3 semester hours.
Key issues, strategies and challenges in developing assessment programs at the institutional, departmental and program levels that address national, state and accreditation mandates for accountability in higher education.

EDLH 7739 Higher Education Leadership Strategic and Enrollment Planning Governance Institutional Research: 3 semester hours.
Study of leadership strategies for strategic and enrollment planning, application of institutional research, and negotiation of complex on- and off-campus governance systems required for successful higher education leadership.

EDLH 7748 Independent Problems in Higher Education Administration: 1-3 semester hours.
Individual field work and/or library research under staff guidance on specific higher education administration problems of interest to doctoral students in the Higher Education Administration program. May be repeated. PREREQ: Permission of instructor.
School Psychology Courses

SCPY 5599 Experimental Course: 1-6 semester hours.
The content of this course is not described in the catalog. Title and number of credits are announced in the Class Schedule. Experimental courses may be offered no more than three times with the same title and content. May be repeated.

SCPY 6614 Diagnostic Evaluation of Learning Difficulties: 3 semester hours.
Investigation of theoretical and applied assessment of intervention measures suitable for remediating learning problems.

SCPY 6615 Advanced Child Psychology: 3 semester hours.
In-depth study of the principles of educational psychology and child development. Emphasis will be placed on applying research-based practices from the science of educational psychology to solve problems found in schools and other social settings. PREREQ: EDUC 6602.

SCPY 6616 Psychological Assessment: 3 semester hours.
Psychometric assessment to determine eligibility of students and provide diagnostic information to develop interventions and assess their effects. Includes writing of integrated reports that address various exceptionalities. PREREQ: SCPY 6614 and SCPY 6619.

SCPY 6619 Individual Intelligence Testing: 3 semester hours.
Supervised practice in administering, scoring, and interpreting the results of individual intelligence tests. Each section limited to 6 students.

SCPY 6652 Specialist Paper: 1-3 semester hours.
An applied research paper in school psychology, written in format appropriate for publication consideration by a peer-reviewed journal. A candidate is allowed to take 1 to 3 credits each semester but has to take at least 1 credit each semester until his or her paper is completed as approved by the instructor. May be repeated. PREREQ: EDUC 6601.

SCPY 6657 Legal and Ethical Issues in School Psychology: 2 semester hours.
This course is intended to address a variety of professional issues, including legal and ethical principles, professional standards of practice, and ethical decision making within the context of the unique professional practice of school psychology. Students will become familiar with the ethical principles of the American Psychological Association and the National Association of School Psychologists and learn to apply these principles to specific areas of school psychology practice such as assessment, intervention, and research.

SCPY 6658 Independent Problems: 1-3 semester hours.
Individual work under staff guidance. Field and/or library research on specific educational problems. Experience in research composition. May be repeated up to 6 credits.

SCPY 6659 Multicultural Issues in School Psychology: 2 semester hours.
This course is designed to examine cultural, socioeconomic, and ethnic variables unique to the practice of school psychology in the public school setting. The content of this course will include applying knowledge of cultural, socioeconomic, and ethnic differences to school psychology assessment, intervention, counseling, and English language acquisition issues.

SCPY 6660 Seminar in School Psychology: 3 semester hours.
Introduce students to the field of school psychology through guest speakers, literature, and discussion. Focus on assessment, diagnosis, professional ethics, historical development, and school law.

SCPY 6662 Consultation in Schools: 3 semester hours.
Provides theoretical and practical experience in the development, implementation, and evaluation of a variety of consulting strategies suitable for working with teachers, administrators, community agencies, and parents. PREREQ: SCPY 6665.

SCPY 6663 Clinical and Diagnostic Interviewing in Schools: 3 semester hours.
This is an advanced clinical interview skills course in which knowledge and training are obtained in how to conduct clinical interviews with children and families in educational settings. Special consideration is given to conducting Mental Health Intake Interviews, Mental Status Examinations, Suicide Assessments, Targeted Violence Assessments, and Interviewing Special Populations. PREREQ: SCPY 6615, 6616, 6665, or Permission of Instructor.

SCPY 6664 Neurocognition and Learning: 3 semester hours.
This course will increase skills of school psychologists and educators in applying neurocognitive research to psychoeducational adjustment in schools. Content will emphasize intervention, assessment, instruction, consultation, individual differences in emotionality, attention, memory, and problem solving. PREREQ: EDUC 6602.

SCPY 6665 Clinical School Psychology: 3 semester hours.
This course explores the clinical elements of school-based mental health services provided by school psychologists in public school settings. The educational manifestations of childhood and adolescent psychopathology are examined within the context of the DSM-IV-TR. Special emphasis is given to understanding the complexities of childhood mental illness and its unique educational impact on children and adolescents. COREQ: SCPY 6667.

SCPY 6668 Practicum Introduction to School Psychology Learning Disabilities and Special Education: 3 semester hours.
Supervised experience in psycho-educational, intelligence, and personality testing as well as diagnostic evaluation of learning difficulties and report writing. Special emphasis on the interpretation of assessment results to school-based multidisciplinary team members. A combination of fifty hours of experience and supervision equals one hour of academic credit. Each candidate will be asked to complete three psych-educational evaluations under supervision of their site supervisors. May be repeated. PREREQ: SCPY 6619 and permission of instructor.

SCPY 6669 Advanced Practicum in School Psychology: 3 semester hours.
A combination of fifty hours of experience and supervision equals one hour of academic credit. The weekly supervision seminars provide the candidate with supplementary guidance, support, and educational information regarding professional issues of school psychology such as techniques of providing in-service training and integration of technology into student learning through case discussion, supplemental readings, direct instruction, and guest speakers. May be repeated. PREREQ: SCPY 6668 and permission of instructor.

SCPY 6670 Practicum in School Psychology: 1-2 semester hours.
Second-year students will process school and community-based referrals. Fifty (50) hours contact time per credit. This involves a collaborative problem-solving approach with school-based teams to gain experience with pre-referral activities, evaluation, and intervention plans. May be repeated. COREQ: SCPY 6665.

SCPY 6672 Problem Solving Intervention in Schools: 3 semester hours.
This course will provide a foundation in skills, knowledge and practice that reflects a "Problem-Solving Intervention" (PSI) approach to assessment and intervention implementation in schools.

SCPY 6673 Response to Intervention in Schools: 3 semester hours.
This course integrates both the theory and practical application of "Response to Intervention" (RTI) used for development and implementation of effective interventions pertaining to academic and behavioral "problems" in school settings.
SCPY 6682 Cognitive-Behavioral Intervention in Schools: 3 semester hours.
This course provides theoretical and practical experience in the development, implementation, and evaluation of a variety of cognitive-behavioral interventions when working with teachers, administrators, community agencies, and parents. This course examines both "intervention" and "consultation" principles and strategies. The primary focus is the scientific research and application of cognitive-behavioral interventions to achieve improved performance and success of students in schools.

SCPY 6699 Experimental Course: 1-6 semester hours.
The content of this course is not described in the catalog. Title and number of credits are announced in the Class Schedule. Experimental courses may be offered no more than three times with the same title and content. May be repeated.

SCPY 7759 Ed.S Internship: 1-9 semester hours.
Placement in a post-master's degree counseling, school psychology, or special education setting. A combination of fifty hours of experience and supervision equals one hour of academic credit. May be repeated. PREREQ: Completion of all program course work.