School Psychology and Educational Leadership

Chair: Fan

Associate Professor: Bocanegra, Fan, Neill, Wagoner

Assistant Professors: Mortensen, Ortega, Sánchez, Thomas

Professor Emeritus: Frantz

Program Description

<table>
<thead>
<tr>
<th>Program Description</th>
<th>Type</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctor of Education in Educational Leadership</td>
<td>Degree</td>
<td>Ed.D.</td>
</tr>
<tr>
<td>Educational Specialist in Education Administration</td>
<td>Degree</td>
<td>Ed.S.</td>
</tr>
<tr>
<td>Master of Education in Educational Leadership in P-12 Education Administration</td>
<td>Degree</td>
<td>M.Ed.</td>
</tr>
<tr>
<td>Master of Education in P-12 Educational Administration with Athletic Administration Emphasis</td>
<td>Degree</td>
<td>M.Ed.</td>
</tr>
<tr>
<td>Master of Education in School Psychological Examiner</td>
<td>Degree</td>
<td>M.Ed.</td>
</tr>
<tr>
<td>Idaho K-12 Principal Endorsement Certificate</td>
<td>Certificate</td>
<td></td>
</tr>
<tr>
<td>Idaho Special Education Director Endorsement Certificate</td>
<td>Certificate</td>
<td></td>
</tr>
<tr>
<td>Doctor of Education (Ed.D.) in Educational Leadership</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

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 effective leadership practice at the post-secondary (higher-education) level. 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 educational settings, such as community colleges, vocational technical schools, or other education agencies. This program will not lead to certification as a K-12 principal.

Master of Education (M.Ed.) and Educational Specialist (Ed.S.) in Education Administration

Program Description

a. Mission

The education administration programs seek to prepare effective educational leaders to act as agents of continuous improvement and foster a supportive system to enhance all students’ academic growth and well-being. The professional preparation for the education administration programs is founded on research and best practices in the field of educational leadership. The program adheres to national and state standards for the preparation of school administrators. The standards provide a framework for program content and field experiences.

b. Goals/Outcomes

The education administration programs are designed to prepare aspiring education leaders to use data to improve learning outcomes for all students by creating an educational culture that sustains ongoing improvement efforts, advances teacher professional capacity, promotes stakeholder involvement, and effectively manages the operational systems.

c. Preparation and Expectations

The education administration programs require 27 credits of coursework and 3 credits of practical field work. Program completers produce evidence of
meeting national and state standards to be eligible for state certification in school administration.

**Master of Education (M.Ed.) in Educational Administration with Athletic Administration Emphasis**

The Master of Education (M.Ed.) in Educational Administration with Athletic Administration Emphasis combines existing coursework and current programs in Educational Administration and Athletic Administration. This emphasis will provide school districts, which typically hire assistant principals and assign them athletic administrator responsibilities, with principals who are well-qualified to assume athletic administrator duties. This emphasis will provide education specifically designed to address the needs of current and future athletic administrators at the secondary school level. Candidates can select from existing course options in Educational Administration and Athletic Administration.

**Master of Education (M.Ed.) and Educational Specialist (Ed.S.) in School Psychology**

**Program Description**

**a. Mission**

The School Psychology and Educational Leadership Department seeks to prepare effective leaders to act as agents of continuous improvement and foster a supportive system to promote all learners' professional achievements and well-being. The training requirements for the School Psychology Program are founded on a philosophical, research, and practical understanding of the role and function of what a psychologist is expected to perform within educational settings. They are fundamentally adhering to research-based training and practices promulgated by the National Association of School Psychologists (NASP) standards in an integrated and comprehensive model.

**b. Goals/Outcomes**

The training requirements of the School Psychology Program are closely aligned with NASP standards. Our primary goal is to prepare future school psychologists to advance effective practices for children's learning and well-being so they can thrive in school, at home, and throughout life. Our graduates are competent members of school teams that support students' abilities to learn and build the capacity of teachers to serve. They apply expertise in mental health, learning, and behavior to help students succeed academically, behaviorally, and socially-emotionally.

**c. Preparation and Expectations**

The School Psychology Program offers two degrees: M.Ed. School Psychological Examiner (31 credits) and Ed.S. in School Psychology (33 credits). Students admitted are expected to complete the full 64-hour sequence of integrated program courses over a three-year period, which fulfills the certification requirements as a school psychologist in Idaho and as a Nationally Certified School Psychologist (NCSP) through the NASP certification board, pending the attainment of a passing score on the Praxis II Exam in School Psychology.

**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 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.

**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 K-12 schools providing students experiences in school leadership and administration. Student completes 260 hours of internship; hours are specified at the elementary, middle, and high school levels. At least one credit per semester of continuous enrolment.

EDLA 6662 The Superintendent: 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 7722 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 I (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 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 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 6649 Issues in Educational Leadership: 3 semester hours.
Critical analysis of issues, trends and current topics in higher education leadership.

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 psycho-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.