

# Department of School Counseling and School Psychology

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## Empowering Advocates for Student Well-Being

The Department of School Counseling and School Psychology (<https://www.apu.edu/education/counselingpsych/>) offers rigorous academic and field preparation for individuals dedicated to fostering the social, emotional, behavioral, and academic well-being of students in PK-12 settings. The department equips candidates with the knowledge, skills, and ethical grounding to become impactful school counselors, school psychologists, and mental health counselors.

## Nationally Recognized and Accredited Programs

The department's commitment to excellence is underscored by the accreditation of our programs by the California Commission on Teacher Credentialing (CTC) (<https://www.ctc.ca.gov/>) and the Council for the Accreditation of Educator Preparation (CAEP) (<https://caepnet.org/>). Furthermore, our school psychology programs are accredited by the esteemed National Association of School Psychologists (NASP) (<https://www.nasponline.org/>), ensuring the highest standards of professional preparation.

## Comprehensive Graduate Program Offerings

The department offers a range of graduate programs designed to meet diverse career aspirations:

- Master of Arts in Education: Educational Counseling (<http://catalog.apu.edu/academics/college-education-behavioral-sciences/school-education/school-counseling-psychology/educational-counseling-embedded-ppsc-school-counseling-ma/>): Prepare to provide comprehensive school counseling services to students, addressing their academic, career, and personal/social development.
- Master of Arts in Education: Educational and Clinical Counseling (<http://catalog.apu.edu/academics/college-education-behavioral-sciences/school-education/school-counseling-psychology/educational-clinical-counseling-embedded-ppsc-school-counseling-ma/>): Develop expertise in school counseling and clinical mental health, enabling you to address a wider spectrum of student needs.
- Educational Specialist in School Psychology with Embedded Master of Arts in Education: Educational Psychology (<http://catalog.apu.edu/academics/college-education-behavioral-sciences/school-education/school-counseling-psychology/educational-psychology-ed.s-school-psychology-embedded-ppsc-school-psychology-ma/>): Gain in-depth knowledge and skills in psychological assessment, intervention, consultation, and prevention to support student learning and well-being.
- Educational Specialist in School Psychology: Clinical and Educationally Related Mental Health Counseling with Embedded Master of Arts in Education: Educational Psychology (<http://catalog.apu.edu/academics/college-education-behavioral-sciences/school-education/school-counseling-psychology/school-psychology-ed.s-mental-health-counseling-embedded-ppsc-school-psychology-ma/>): Integrate advanced clinical mental health training with comprehensive school psychology preparation to address complex student mental health needs within the school setting.
- Educational Specialist in School Psychology: Applied Behavior Analysis with Embedded Master of Arts in Education: Educational Psychology (<http://catalog.apu.edu/academics/college-education-behavioral-sciences/school-education/school-counseling-psychology/school-psychology-ed.s-applied-behavior-analysis-embedded-educational-psychology-ma-ppsc-school-psychology/>): Develop specialized skills in applying the principles of behavior analysis to address behavioral challenges and promote positive outcomes for students.
- Credential-only programs in school counseling (<http://catalog.apu.edu/academics/college-education-behavioral-sciences/school-education/school-counseling-psychology/pps-school-counseling-credential/>) and school psychology (<http://catalog.apu.edu/academics/college-education-behavioral-sciences/school-education/school-counseling-psychology/pps-school-psychology-credential/>): For those who hold a master's degree with a Pupil Personnel Services (PPS) Credential in either school counseling or school psychology, this program offers the opportunity to earn an additional PPS credential in the other discipline.

## Deepening Faith and Purpose

The department encourages its candidates to engage in thoughtful reflection on how their personal worldview will shape their professional identity and practice as school counselors and school psychologists. The department emphasizes the importance of humble service to students, families, and school communities, and inspires a commitment to seeking justice and fostering human flourishing for all, rooted in Christ's example.

## Practical Experience for Real-World Impact

Our programs feature strong and intentionally designed practicum and fieldwork/internship experiences. These supervised placements in diverse school and district settings ensure that candidates gain relevant and practical experience, applying their knowledge and skills under the guidance of experienced PPS professionals. This hands-on training bridges theory and practice, preparing graduates to confidently and effectively serve the needs of today's PK-12 students.

## Student Dispositional Expectations

All candidates in the Department of School Counseling and School Psychology will be evaluated on their professional attitudes, values, and beliefs demonstrated through both verbal and nonverbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development. All candidates will be evaluated by faculty with regard to student dispositions throughout their program; any candidate who does not meet minimal expectations with regard to student dispositions will be required to meet with the department chair or the chair's designee to develop an improvement plan. Students who fail to meet the remedial dispositional requirements will be evaluated for fitness to practice in the profession.

## Programs

### School Counseling

- Master of Arts in Education: Educational Counseling with Embedded Pupil Personnel Services Credential in School Counseling (<http://catalog.apu.edu/academics/college-education-behavioral-sciences/school-education/school-counseling-psychology/educational-counseling-embedded-ppsc-school-counseling-ma/>)
- Master of Arts in Education: Educational and Clinical Counseling with Embedded Pupil Personnel Services Credential in School Counseling (<http://catalog.apu.edu/academics/college-education-behavioral-sciences/school-education/school-counseling-psychology/educational-clinical-counseling-embedded-ppsc-school-counseling-ma/>)
- PPS: School Counseling Credential (<http://catalog.apu.edu/academics/college-education-behavioral-sciences/school-education/school-counseling-psychology/pps-school-counseling-credential/>)

### School Psychology

- Educational Specialist in School Psychology with Embedded Master of Arts in Education: Educational Psychology and Pupil Personnel Services Credential in School Psychology (<http://catalog.apu.edu/academics/college-education-behavioral-sciences/school-education/school-counseling-psychology/educational-psychology-ed.s-school-psychology-embedded-ppsc-school-psychology-ma/>)
- Educational Specialist in School Psychology: Clinical and Educationally Related Mental Health Counseling with Embedded Master of Arts in Education: Educational Psychology and Pupil Personnel Services Credential in School Psychology (<http://catalog.apu.edu/academics/college-education-behavioral-sciences/school-education/school-counseling-psychology/school-psychology-ed.s-mental-health-counseling-embedded-ppsc-school-psychology-ma/>)
- Educational Specialist in School Psychology: Applied Behavior Analysis with Embedded Master of Arts in Education: Educational Psychology and Pupil Personnel Services Credential in School Psychology (<http://catalog.apu.edu/academics/college-education-behavioral-sciences/school-education/school-counseling-psychology/school-psychology-ed.s-applied-behavior-analysis-embedded-educational-psychology-ma-ppsc-school-psychology/>)
- PPS: School Psychology Credential (<http://catalog.apu.edu/academics/college-education-behavioral-sciences/school-education/school-counseling-psychology/pps-school-psychology-credential/>)

## Courses

### ABA 500, ABA Fieldwork I, 1 Unit

This course is a companion to the first four courses in the seven-course sequence that fulfills the coursework requirement to become a Board Certified Behavior Analyst (BCBA). This course includes 200 hours of supervised fieldwork. Students must find a mentor willing to supervise their fieldwork hours. While a BCBA mentor is preferred, for the purpose of this class students may also be supervised by a behavior intervention case manager (BICM), behavior specialist, or a school psychologist with at least five years of experience of designing behavior intervention plans (BIPs) and/or behavior support plans (BSPs) and completing functional behavioral assessments (FBAs).

**Prerequisite:** ABA 503

### ABA 503, Theory and Philosophy of Behavior Analysis, 3 Units

This is the third of seven courses that fulfill the coursework requirement to become a Board Certified Behavior Analyst (BCBA). This course focuses on the philosophical underpinnings of behaviorism and examines the theoretical foundations of the science of behavior analysis. Students examine the theoretical assumptions associated with behavior analysis as a philosophy of science and relate them to current applications.

**Prerequisite:** ABA 505

### ABA 504, Single-Case Designs: Measurement and Experimental Evaluation of Behavior, 3 Units

This is the second of seven courses that fulfill the coursework requirement to become a Board Certified Behavior Analyst (BCBA). Students are introduced to single-subject design and learn how to collect, display, analyze, and interpret data using continuous and discontinuous measures.

**Prerequisite:** ABA 503 (may be taken concurrently)

## **ABA 505, Foundations In Applied Behavior Analysis, 3 Units**

This is the first of seven courses that fulfill the coursework requirement to become a Board Certified Behavior Analyst (BCBA). This course focuses on concepts and principles from the field of applied behavior analysis. Topics include characteristics of ABA, basic principles of behavior, positive and negative reinforcement, positive and negative punishment, extinction, schedules of reinforcement, functions of behavior, motivating operations, stimulus control, and verbal behavior.

## **ABA 510, ABA Fieldwork II, 1 Unit**

This is a companion to the last three courses in the seven-course sequence that fulfills the coursework requirement to become a Board Certified Behavior Analyst (BCBA), and includes 200 hours of supervised fieldwork. Students must find a mentor willing to supervise their fieldwork hours; while a BCBA mentor is preferred, for the purpose of this course students may also be supervised by a behavior intervention case manager (BICM), behavior specialist, or a school psychologist with at least five years of experience designing behavior intervention plans (BIPs) and/or behavior support plans (BSPs) and completing functional behavioral assessments (FBAs).

**Prerequisite:** ABA 500

## **ABA 514, Functional Behavior Assessment in Applied Settings, 3 Units**

This is the fifth of seven courses that fulfill the coursework requirement to become a Board Certified Behavior Analyst (BCBA). This course focuses on the functional behavior assessment process, which includes descriptive assessment (review of records, interview, observation, interpretation), functional analysis, and developing intervention plans.

**Prerequisite:** ABA 503, ABA 504, ABA 505, ABA 515

## **ABA 515, Behavior Intervention, 3 Units**

This is the fourth of seven courses that fulfill the coursework requirement to become a Board Certified Behavior Analyst (BCBA). This course focuses on the identification, selection, and implementation of the procedures, systems, and considerations of behavior change methods from the perspective of applied behavior analysis.

**Prerequisite:** ABA 503, ABA 504, and ABA 505 (ABA 503 may be taken concurrently)

## **ABA 524, Ethics in Applied Behavior Analysis, 3 Units**

This is the last of seven courses that fulfill the coursework requirement to become a Board Certified Behavior Analyst (BCBA). This course focuses on ethical considerations inherent to the field of applied behavior analysis and covers the professional and ethical compliance code for behavior analysts.

## **ABA 534, Organizational Behavior Management, 3 Units**

This is the sixth of seven courses that fulfill the coursework requirement to become a Board Certified Behavior Analyst (BCBA). This course focuses on using data-informed procedures for personnel management and supervision. Students gain knowledge and expertise in approaches to staff training, client outcomes, and personnel management that utilize organizational behavior management (OBM) techniques grounded in applied behavior analysis.

**Prerequisite:** ABA 503, ABA 504, ABA 505, ABA 515, ABA 514 (ABA 514 may be taken concurrently)

## **EDCO 528, Community, Family, and School Collaboration, 3 Units**

Students build awareness of comprehensive models for forming partnerships or collaborations between schools/districts and community stakeholders to strengthen school improvement and reform efforts. The course investigates the importance of parent and community involvement in children's education from birth through high school, including an overview of exemplary parent involvement programs; resources for family involvement activities and programs; knowledge of existing and possible partnerships between schools/districts and public/private community representatives including mental health, government, advocacy and law enforcement agencies; and knowledge of district/school programs that support student achievement through academics and mental health to support school/community collaborations.

## **EDCO 533, Counseling Theories and Techniques, 3 Units**

Students in this course examine the varied counseling theories and techniques needed by school counselors and mental health counselors in a variety of counseling roles and functions. The focus is on exploring counseling theories to assist in selection of appropriate counseling interventions, studying the models of counseling consistent with current professional research and practice, and the development of a personal model of counseling. Each student must demonstrate knowledge of how school and mental health counseling programs and services promote client development, learning, and achievement in diverse populations within the context of professional ethics. Concepts, attitudes, and values of the counselor that most influence the counseling relationship and outcome are explored. A holistic, ecosystemic model for viewing counseling issues, the community, and the understanding of family processes is studied, with a focus on acquiring knowledge and practicing skills related to individual and group counseling within a multicultural context.

## **EDCO 534, Assessment, Measurements, and Testing of Individuals, 3 Units**

Students in this course learn to understand and interpret measurement techniques and state and national assessments that are used in public schools at all grade levels. Course content includes the role of measurement and assessment in pupil personnel services, test validity and reliability, portfolios, assessment procedures, special education testing, interpreting test data, and elementary statistics. Emphasis is on helping school counselors and other educators use measurement and assessment data to promote positive programs and outcomes for students.

### **EDCO 535, Professionalism, Ethics, and Law, 3 Units**

This course provides an ethical and legal background for use by school counselors and school psychologists as they assume their duties in the public school system. Candidates gain familiarity with state and federal provisions and school district policies pertaining to rights and responsibilities related to schooling, as well as professional ethics. The implications and legal applications of due process and the legal requirements that determine and protect pupil rights are emphasized.

### **EDCO 545, Positive Behavior Supports and Classroom Intervention, 3 Units**

This course focuses on multi-tiered systems of support in the areas of behavior and social emotional skills. Students learn about positive behavioral interventions and supports at the various levels, including the assessment of behavior and the development and implementation of behavior intervention plans. Consultation and collaboration within the educational environment is emphasized.

### **EDCO 549, Career Development Theories and Techniques, 3 Units**

This course orients students to occupational and career education trends, theories, and practices that ensure that all pupils receive equitable guidance that transcends cultural and gender stereotypes and is reflective of national standards. This includes computer-based technology, data management systems, and data-based research that supports career development services. Course material prepares students for postsecondary planning, enabling them to help pupils meet college entrance criteria, navigate admissions procedures, and gain access to financial aid information.

### **EDCO 550, Crisis/Trauma Response and Interventions, 3 Units**

Culturally appropriate crisis theory and counseling related techniques and methods for developing and maintaining a peaceable school environment, and for the prevention, intervention and postvention of such factors in school such as crisis, trauma, violence, gang activity, bullying, conflict, depression, suicide, alcohol and substance abuse, and sexual harassment will be examined within an ecosystemic context. A multidisciplinary response to crises, emergencies, or disasters will be explored while examining the cognitive, affective, behavioral, and neurological effects associated with trauma, brief, intermediate and long-term approaches, assessment strategies for individuals in crisis.

### **EDCO 555, Group Counseling Skills, 3 Units**

This course provides a combination of history, theory, techniques and applications pertaining to the group counseling processes. Training requirements include the practice and demonstration of group techniques. Students observe, participate, and conduct a personal growth group composed of class members and observed by an experienced group supervisor.

### **EDCO 557, Human Growth, Development, and Learning, 3 Units**

Taking an ecosystemic perspective, this course exposes the student to the transactions between biological, psychosocial, cultural, and environmental factors affecting human growth, development, and learning from conception through adolescence. The focus is on the student's achievement of the integrated, holistic, and multicultural understanding, and emphasizes the application of theory to real life situations and problems.

### **EDCO 560, School Counseling Fieldwork I, 4 Units**

This course provides students with firsthand, supervised school counseling experience. Each student is involved in on-site experiences that include application of theory to counseling and consultation, and practice counseling with individuals, groups, families, children, adolescents, and special education populations. Students must complete 400 fieldwork hours to earn credit.

**Prerequisite:** EDCO 533, EDCO 535, EDCO 550, EDCO 557, EDCO 575

### **EDCO 561, School Counseling Fieldwork II, 4 Units**

Students in this course gain supervised school counseling experience. Each student is involved in on-site experiences that include applying theory to counseling and consultation, and practice counseling with individuals, groups, families, children, adolescents, and special education populations. Students must complete 400 fieldwork hours to earn credit.

**Prerequisite:** EDCO 533, EDCO 535, EDCO 550, EDCO 557, EDCO 560, and EDCO 575

### **EDCO 571, Introduction to Clinical Practice: Basic Skills, 3 Units**

This course introduces the student to basic skills in attending behavior, clinical interviewing and clinical intervention. It is designed to stimulate self-awareness as related to the therapeutic relationship, as well as the integration of spirituality and the interpersonal process. Coursework includes reading, observation, role-play and student audio/videotaped clinical practice explores differential diagnosis, the use of current diagnostic tools, such as the DSM 5, and the treatment modalities and placement criteria within the continuum of care.

**Prerequisite:** EDCO 575

### **EDCO 572, Psychobiology and Psychopharmacology, 3 Units**

This course presents the fundamentals of psychopharmacology, including the biochemical foundation of human behavior, the use of psychotropic medication in the treatment of specific mental disorders, and effective case management. It features an introduction to basic neurobiology, the historical underpinnings of field, the effects of psychotropic medication, specific drug classes and their use in relation to DSM-5, diagnoses, and special consideration for specific populations (e.g., individuals with a history a substance abuse, children). Students learn how to monitor their clients' use of psychotropic medication, when to make a referral for psychiatric evaluation, and how to work successfully with other mental health professionals in the delivery of ethical, effective counseling services.

### **EDCO 573, Addictions, Assessment, and Interventions, 3 Units**

This course provides an introduction to the field of addictions and compulsive behaviors, including substance abuse and substance abuse treatment. The course emphasizes assessment and intervention skills, processes, evidence-based research relevant to treatment and available resources. The nature and scope of addictions are defined, DSM-5 criteria for disorders are reviewed, and unique issues relative to faith, children/adolescents, persons with disabilities and other issues of diversity are considered.

### **EDCO 574, Introduction to Clinical Practice: Advanced Skills, 3 Units**

Students in this course further develop their psychotherapeutic tools prior to their entry into a clinical placement. Students focus on developing proficiency in the core interviewing qualities, deriving goals for a clinical session, and making contracts with clients for change. Coursework includes reading, observation, role play, and student videotaped clinical practice, and explores differential diagnosis, the use of current diagnostic tools, application of the DSM 5, and the treatment modalities and placement criteria within the continuum of care. Students are also encouraged to begin developing a theoretical and conceptual understanding of cases, train to work with diverse populations, and address issues regarding the integration of their faith with the practice of psychotherapy. These goals are addressed through experiential learning, lecture, readings, discussion, and reflection.

**Prerequisite:** EDCO 571

### **EDCO 575, Clinical Practica, 3 Units**

This course is designed to provide candidates with an in-the-field counseling experience that provides development of counseling skills and application of theoretical concepts in an educational clinical setting to enhance self-confidence as practicing professional counselors; and includes providing educational, personal, or career counseling, as well as shadowing an experienced educational counselor. This course requires candidates verify 100 practicum hours under supervision from faculty and site supervisors. Special topics of discussion will also include Human Sexuality, Aging and long-term care, child abuse assessment & reporting, spousal or partner abuse.

**Prerequisite:** EDCO 533

### **EDCO 579, Sociocultural Competence, 3 Units**

School counselors require an awareness of, and sensitivity to, the social and cultural diversity of the various ethnic groups represented in the districts and communities in which they serve. Everyday issues from levels of family-school involvement to communication to body language can take on new meaning when cultural origins are considered. This course helps students develop a multicultural perspective as they develop awareness of their own cultures, the nuances of other cultures, and counseling considerations and perspectives when working with individuals from diverse social and cultural backgrounds.

### **EDCO 580, School Counseling Internship I, 4 Units**

This course provides students with firsthand, supervised school counseling experience. Each student is involved in on-site experiences that include application of theory to counseling and consultation, and practice counseling with individuals, groups, families, children, adolescents, and special education populations. Students must complete 400 internship hours to earn credit.

**Prerequisite:** EDCO 533, EDCO 535, EDCO 550, EDCO 557, EDCO 575

### **EDCO 581, School Counseling Internship II, 4 Units**

Students in this course gain supervised school counseling experience. Each student is involved in on-site experiences that include applying theory to counseling and consultation, and practice counseling with individuals, groups, families, children, adolescents, and special education populations. Students must complete 400 internship hours to earn credit.

**Prerequisite:** EDCO 533, EDCO 535, EDCO 550, EDCO 557, EDCO 575, and EDCO 580

### **EDCO 587, School Counseling Professionalism, 3 Units**

This course is an orientation to the concepts and procedures that define and encompass pupil personnel management systems, including the ethics that guide the coordination and supervision of comprehensive counseling and guidance in multicultural school settings. Standards of professionalism that support successful leadership are incorporated into the instruction.

### **EDCO 592, Foundations in Research, 3 Units**

Students learn to assess, evaluate and apply information resources in preparing a literature review pertinent to a controversial topic in education. They employ database search strategies to identify empirical articles pertinent to the assigned topic. They learn to succinctly summarize articles and discern trends in the professional literature.

### **EDCO 593, Historical Development of School Counseling and School Psychology, 3 Units**

This course provides an historical overview of the professions of school psychology and counseling, and their philosophical and practical contributions to the field of education.

### **EDCO 599, Readings in Educational Counseling, 1-3 Units**

Consists of a program of study concentrating on assigned readings, discussions, field experiences, and/or writing arranged between, and designed by, a student and a full-time professor. An independent study fee is assessed for each enrollment in this class.



## **EDPY 528, Community, Family, and School Collaboration, 3 Units**

Students build awareness of comprehensive models for forming partnerships or collaborations between schools/districts and community stakeholders to strengthen school improvement and reform efforts. The course investigates the importance of parent and community involvement in children's education from birth through high school, including an overview of exemplary parent involvement programs; resources for family involvement activities and programs; knowledge of existing and possible partnerships between schools/districts and public/private community representatives including mental health, government, advocacy and law enforcement agencies; and knowledge of district/school programs that support student achievement through academics and mental health to support school/community collaborations.

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This course orients students to occupational and career education trends, theories, and practices that ensure that all pupils receive equitable guidance that transcends cultural and gender stereotypes and is reflective of national standards. This includes computer-based technology, data management systems, and data-based research that supports career development services. Course material prepares students for postsecondary planning, enabling them to help pupils meet college entrance criteria, navigate admissions procedures, and gain access to financial aid information.

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## **EDPY 555, Group Counseling Skills, 3 Units**

This course provides a combination of history, theory, techniques and applications pertaining to the group counseling processes. Training requirements include the practice and demonstration of group techniques. Students observe, participate, and conduct a personal growth group composed of class members and observed by an experienced group supervisor.

## **EDPY 556, Academic Assessment and Intervention, 2 Units**

This course examines the foundations of curriculum-based measurement, evidence-based interventions, progress monitoring, and response to intervention. Students learn problem-solving skills in the identification and prevention of skill deficits, development of goals based on assessment data, progress monitoring, and determining the responsiveness to intervention.

## **EDPY 557, Human Growth, Development, and Learning, 3 Units**

Taking an ecosystemic perspective, this course exposes the student to the transactions between biological, psychosocial, cultural, and environmental factors affecting human growth, development, and learning from conception through adolescence. The focus is on the student's achievement of the integrated, holistic, and multicultural understanding, and emphasizes the application of theory to real life situations and problems.

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This course introduces the student to basic skills in attending behavior, clinical interviewing and clinical intervention. It is designed to stimulate self-awareness as related to the therapeutic relationship, as well as the integration of spirituality and the interpersonal process. Coursework includes reading, observation, role-play and student audio/videotaped clinical practice explores differential diagnosis, the use of current diagnostic tools, such as the DSM 5, and the treatment modalities and placement criteria within the continuum of care.

**Prerequisite:** EDCO 575 or EDPY 575

## **EDPY 572, Psychobiology and Psychopharmacology, 3 Units**

This course presents the fundamentals of psychopharmacology, including the biochemical foundation of human behavior, the use of psychotropic medication in the treatment of specific mental disorders, and effective case management. It features an introduction to basic neurobiology, the historical underpinnings of field, the effects of psychotropic medication, specific drug classes and their use in relation to DSM-5, diagnoses, and special consideration for specific populations (e.g., individuals with a history a substance abuse, children). Students learn how to monitor their clients' use of psychotropic medication, when to make a referral for psychiatric evaluation, and how to work successfully with other mental health professionals in the delivery of ethical, effective counseling services.

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Students in this course further develop their psychotherapeutic tools prior to their entry into a clinical placement. Students focus on developing proficiency in the core interviewing qualities, deriving goals for a clinical session, and making contracts with clients for change. Coursework includes reading, observation, role play, and student videotaped clinical practice, and explores differential diagnosis, the use of current diagnostic tools, application of the DSM 5, and the treatment modalities and placement criteria within the continuum of care. Students are also encouraged to begin developing a theoretical and conceptual understanding of cases, train to work with diverse populations, and address issues regarding the integration of their faith with the practice of psychotherapy. These goals are addressed through experiential learning, lecture, readings, discussion, and reflection.

**Prerequisite:** EDCO 571 or EDPY 571

## **EDPY 575, Clinical Practica, 3 Units**

This course is designed to provide candidates with an in-the-field counseling experience that provides development of counseling skills and application of theoretical concepts in an educational clinical setting to enhance self-confidence as practicing professional counselors; and includes providing educational, personal, or career counseling, as well as shadowing an experienced educational counselor. This course requires candidates verify 100 practicum hours under supervision from faculty and site supervisors. Special topics of discussion will also include Human Sexuality, Aging and long-term care, child abuse assessment & reporting, spousal or partner abuse.

**Prerequisite:** EDCO 533 or EDPY 533

## **EDPY 592, Foundations in Research, 3 Units**

Students learn to assess, evaluate and apply information resources in preparing a literature review pertinent to a controversial topic in education. They employ database search strategies to identify empirical articles pertinent to the assigned topic. They learn to succinctly summarize articles and discern trends in the professional literature.

## **EDPY 593, Historical Development of School Counseling and School Psychology, 3 Units**

This course provides an historical overview of the professions of school psychology and counseling, and their philosophical and practical contributions to the field of education.

## **EDPY 599, Readings in Educational Psychology, 1-3 Units**

Consists of a program of study concentrating on assigned readings, discussions, field experiences, and/or writing arranged between, and designed by, a student and a full-time professor. An independent study fee is assessed for each enrollment in this class.

## **EDPY 624, Disabilities in Children, 2 Units**

School psychologists are required to have an understanding of the spectrum of individual differences among potential students, particularly individuals with exceptional needs. This course introduces students to individuals defined by cultural differences, socioeconomic disadvantages, sexual biases, and developmental psychopathology, in order to achieve sensitivity to the needs and feelings of persons with differing experiences. Students are introduced to the legal requirements of educating learners in the least-restrictive environments, and consider current issues and future trends in special education.

## **EDPY 633, Multicultural and Bilingual Assessment and Intervention, 3 Units**

This course equips school psychologists with a multidimensional perspective of cultures, bilingualism, assessment, remediation, and interventions in the education system. Course material focuses on assessment models, psychoeducational assessment practices, and test bias. In addition, the social, psychological, ecological, linguistic, and cultural aspects of multicultural and bilingual students and families are explored. Upon successful completion of this course, students are able to demonstrate knowledge of multicultural and social factors, the ability to conduct a multicultural assessment, and the ability to translate assessment results into interventions appropriate for multicultural and linguistic minority students.

## **EDPY 635A, Role and Function of a School Psychologist: Positive Behavior Supports, 1 Unit**

This is a supervised practicum in data-driven behavioral consultation/collaboration and socialization/life skills. This course emphasizes Functional Behavior Assessments and Behavior Intervention Plans. Students meet with a university instructor for seminar discussion and group supervision each semester. A minimum of 150 hours is applied toward the total 450 required practicum hours.

**Corequisites:** EDPY 624 and EDPY 681

## **EDPY 635B, Role and Function of a School Psychologist: Individual/Group Counseling, 1 Unit**

This course offers a supervised practicum in the development of life skills, mental health, and home/school/community collaboration. Students gain supervised skills in individual/group counseling and meet with a university instructor for seminar discussion and group supervision each semester. A minimum of 150 hours is applied toward the total 450 required practicum hours.

**Corequisites:** EDPY 637 and EDPY 682

## **EDPY 635C, Role and Function of a School Psychologist: Assessment, 1 Unit**

This is a supervised practicum in data-based intervention development and collaboration. Students gain supervised experience in administration, scoring, and interpretation of cognitive/processing/social-emotional assessments. Students also conduct Curriculum-Based Assessments within a Response to Intervention (RTI) model. Students meet with a university instructor for seminar discussion and group supervision each semester. A minimum of 150 hours is applied toward the total 450 required practicum hours.

**Corequisites:** EDPY 633 and EDPY 683

## **EDPY 636, Research and Evaluation in School Psychology, 3 Units**

Students gain advanced skills in understanding statistical techniques and applying them to the analysis of educational research data related to school psychology. Strategies for conducting effective evaluations are considered as students plan an evaluation using appropriate statistical analysis as related to educational psychological research. Students gain additional experience in the use of computers for statistical analysis.

## **EDPY 637, Child Psychopathology Assessment and Treatment, 3 Units**

Students in this course learn a systematic approach to the description and assessment of, and planning for, children with learning and behavior problems. Emphasis is on emotional disturbances, including internalizing disorders and externalizing disorders, ADHD, and autism. Course material also includes the development of appropriate interventions from assessment data, use of technology, and the use of assessments for accountability.

## **EDPY 655, School Psychology Internship I, 5 Units**

Students in this course get on-site experience as school psychologists for special and regular education students, acquiring professional skills and knowledge. Such experience includes working with IDEA regulations and procedures, assessing and counseling exceptional students, consulting with teachers, parents, and community agencies, and supervising counseling services. Students also become skilled in conducting student assessment, writing reports, consulting with staff and parents, designing prevention, intervention, and postvention strategies, and completing progress evaluations. 600 hours.

## **EDPY 656, School Psychology Internship II, 5 Units**

With continued on-site supervision, intern experience students become increasingly independent in planning, implementing, and reporting psychoeducational assessments of pupils. Students continue to gain experience collaborating with multidisciplinary colleagues as they participate in, and even initiate, the planning of prevention, intervention, and evaluation activities related to the responsibilities of a school psychologist. 600 hours.

**Prerequisite:** EDPY 655

## **EDPY 681, Psychoeducational Assessment I, 3 Units**

This is the first in a series of three courses equipping students for effective assessment of preschool children, school-age children, and adults. Students explore the multifaceted and culturally defined nature of human intelligence, research and theory regarding the development and measurement of human intellectual ability, and the construction, uses, and limitations of assessment tools and methods. Students complete this series of courses equipped with a wide range of techniques in the assessment of intelligence, processing abilities, adaptive behavior, social-emotional functioning, and achievement. Students gain experience in developing interventions and recommendations based on assessment data, and in communicating the results of assessments to diverse audiences.

## **EDPY 682, Psychoeducational Assessment II, 3 Units**

This is the second in a series of three courses equipping students for effective assessment of preschool children, school-age children, and adults. Students explore the multifaceted and culturally defined nature of human intelligence, research and theory regarding the development and measurement of human intellectual ability, and the construction, uses, and limitations of assessment tools and methods. Students complete this series of courses equipped with a wide range of techniques in the assessment of intelligence, processing abilities, adaptive behavior, social-emotional functioning, and achievement. Students gain experience in developing interventions and recommendations based on assessment data, and in communicating the results of assessments to diverse audiences.



### **EDPY 683, Psychoeducational Assessment III, 3 Units**

This is the third in a series of three courses equipping students for effective assessment of preschool children, school-age children, and adults. Students explore the multifaceted and culturally defined nature of human intelligence, research and theory regarding the development and measurement of human intellectual ability, and the construction, uses, and limitations of assessment tools and methods. Students complete this series of courses equipped with a wide range of techniques in the assessment of intelligence, processing abilities, adaptive behavior, social-emotional functioning, and achievement. Students gain experience in developing interventions and recommendations based on assessment data, and in communicating the results of assessments to diverse audiences.

### **EDPY 690, Advanced Individual Research, 3 Units**

In this course, the professor and students work closely to advance research into a form appropriate for presentation at a national conference or publication in a peer-reviewed journal. Examples of activities in this course include development of literature reviews, data collection, statistical analysis, manuscript editing and revising, presenting research at conferences, and submission for publication in scholarly journals.

### **EDPY 695, School Psychology Fieldwork I, 5 Units**

Students in this course get on-site experience as school psychologists for special and regular education students, acquiring professional skills and knowledge. Such experience includes working with IDEA regulations and procedures, assessing and counseling exceptional students, consulting with teachers, parents, and community agencies, and supervising counseling services. Students also become skilled in conducting student assessment, writing reports, consulting with staff and parents, designing prevention, intervention, and postvention strategies, and completing progress evaluations. 600 hours.

### **EDPY 696, School Psychology Fieldwork II, 5 Units**

With continued on-site supervision, fieldwork students become increasingly independent in planning, implementing, and reporting psychoeducational assessments of pupils. Students continue to gain experience collaborating with multidisciplinary colleagues as they participate in, and even initiate, the planning of prevention, intervention, and evaluation activities related to the responsibilities of a school psychologist. 600 hours.

**Prerequisite:** EDPY 695

### **EDPY 697, Readings in School Psychology, 1 Unit**

This course assists the student in research of current literature in the field of school psychology. Literature is one of the vehicles that bridges the gap between theory and practice. Thus, this intensive course in current professional literature allows the student to remain on the cutting edge of the profession.

**Prerequisite:** Completion of program requirements and approval of program director