Department of School Counseling and School Psychology

Mission Statement
The Department of School Counseling and School Psychology (https://www.apu.edu/education/counselingpsych) offers adult learners academic and practical preparation for careers in school counseling and school psychology. The department provides coursework and supervises fieldwork leading to the Master of Arts in Education: Educational Counseling; the Master of Arts in Education: Educational Psychology and Educational Specialist in School Psychology; and the Master of Arts in Education: Educational and Clinical Counseling. In addition, the department offers a credential-only program for those who hold a master's degree and seek certification in school counseling or school psychology, and also offers an Applied Behavioral Analysis Specialization (BCBA Certificate) and a Clinical Counseling Certificate.

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. The two professional dispositions that NCATE (transitioning to CAEP) expects institutions to assess are fairness and the belief that all students can learn.

Student Dispositional Assessment
All candidates will be evaluated by faculty with regards to student dispositions three times throughout their program. The School of Education Candidate Disposition Rubric will be utilized to assess each candidate.

Student Dispositional Remediation
Any candidate who does not meet minimal expectations on the Candidate Disposition Rubric will be required to meet with the Department Student Remediation Team to develop an improvement plan. Students who fail to meet the remedial dispositional requirements will be evaluated for fitness to practice in the profession.

Taskstream by Watermark™
Candidates in the School Counseling and School Psychology programs are required to sign up for a Taskstream account at the onset of their program and maintain their subscription throughout their time of enrollment in the School of Education. All courses, including field experiences, have required Signature Assignments that will be evaluated by faculty.

Admissions
University graduate admission and program acceptance requirements must be met before an application is complete (see Admission to the University (http://catalog.apu.edu/graduateprofessional/admission-policies/graduate-admission-university)). Program-specific application requirements are available online (http://www.apu.edu/graduateprofessionalcenter/admissions/requirements/program).

International students have a separate application procedure. Contact the International Center at +1-626-812-3055 or online (http://www.apu.edu/international).

Learn more (http://www.apu.edu/education/counselingpsych) about the Department of School Counseling and School Psychology.

Programs Offered:
- Master of Arts in Education: Educational Counseling with Embedded Pupil Personnel Services Credential in School Counseling (http://catalog.apu.edu/graduateprofessional/education/school-counseling-psychology/educational-counseling-embedded-school-counseling-credential-ma)
- PPS: School Counseling Credential (http://catalog.apu.edu/graduateprofessional/education/school-counseling-psychology/pps-school-counseling-credential)
- Master of Arts in Education: Educational Psychology and Educational Specialist Degree in School Psychology with Embedded Pupil Personnel Services Credential in School Psychology (http://catalog.apu.edu/graduateprofessional/education/school-counseling-psychology/educational-psychology-maed-education-specialist-eds-school-psychology-embedded-pupil-personnel-services-credential-school-psychology-ma), plus optional specializations in:
  - Applied Behavioral Analysis (http://catalog.apu.edu/graduateprofessional/education/school-counseling-psychology/educational-psychology-maed-education-specialist-eds-school-psychology-embedded-pupil-personnel-services-credential-school-psychology-ma/#aba)
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 504, ABA 505, and ABA 515 (all may be taken concurrently)

ABA 503, Behavior Analysis in Applied Settings I, 3 Units
This is the first of seven courses that fulfill 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 (may be taken concurrently)

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, Behavior Analysis in Applied Settings II, 3 Units
This is the third of seven courses that fulfill the coursework requirement to become a Board Certified Behavior Analyst (BCBA). It is also the second of two courses that focus on the philosophical underpinnings and concepts/principles from the field of applied behavior analysis (ABA). Topics include assumptions of ABA, basic principles of behavior, positive and negative reinforcement, positive and negative punishment, and extinction.
Prerequisite: ABA 503, ABA 504

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 524, ABA 534 and ABA 514 (may be taken concurrently)

ABA 514, Functional Behavior Assessment in Applied Settings, 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 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, and ABA 500; ABA 524, ABA 534 (may be taken concurrently)

ABA 515, Behavior Change Procedures in Applied Settings I, 3 Units
This is the fourth of seven courses that fulfill the coursework requirement to become a Board Certified Behavior Analyst (BCBA). It is also the first of two courses that focus on the procedures, systems, and considerations of behavior change from the perspective of applied behavior analysis (ABA). Additionally, students learn about conducting personnel supervision that is behavior-analytic in nature.
Prerequisite: ABA 503 and ABA 504; ABA 505 (may be taken concurrently)

ABA 524, Ethics in Applied Behavior Analysis, 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 ethical considerations inherit to the field of applied behavior analysis (ABA) and covers the professional and ethical compliance code for behavior analysts.
Prerequisite: ABA 505 (may be taken concurrently)
ABA 534, Behavior Change Procedures in Applied Settings II, 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 the selection and implementation of the procedures, systems, and considerations of behavior change covered in ABA 515. Additionally, students learn about conducting personnel supervision that is behavior-analytic in nature.
Prerequisite: ABA 503, ABA 504, ABA 505 and ABA 515; ABA 524 (may be taken concurrently)

EDCO 528, Community, Family, and School Collaboration, 3 Units
Students become aware 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; and knowledge of existing and possible partnerships between school/districts and public/private community representatives including mental health, government, advocacy and law enforcement agencies; knowledge of district/school programs that support student achievement through academics and mental health, and grant writing to support school/community collaborations.

EDCO 533, Counseling Theories and Techniques, 3 Units
This course provides an examination of the varied counseling theories and techniques needed by school counselors for a variety of counseling roles and functions. The focus is on the application of basic skills in the domains of academic, career, personal and social development. Each student demonstrates knowledge of how school counseling programs and services promote student development, learning and achievement in diverse populations with the context of professional ethics. Concepts, attitudes, and values held by the counselor which most influence the counseling relationship and outcome are explored. A holistic, ecosystemic model for viewing counseling issues, the school community and the understanding of family processes are studied. It focuses on acquiring knowledge and practicing skills related to individual and group counseling within a multicultural context. A prerequisite for EDCO 550 and EDCO 583

EDCO 534, Assessment, Measurements, and Testing of Individuals, 3 Units
This course helps students understand and interpret measurement techniques, and state- and nation-wide assessments 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 laws and regulations pertaining to children and their families. The implications and legal applications of due process and legal requirements that determine and protect pupil rights are emphasized.

EDCO 545, Positive Behavior Supports and Classroom Intervention, 3 Units
This course focuses on the implementation of positive behavior supports based on principles of applied behavioral analysis. The student learns the process of implementing a functional behavioral analysis in order to promote academic success, socialization, and development of life skills. Consultation and collaboration within the educational environment is emphasized.

EDCO 549, Career Development Theories and Techniques, 3 Units
This course is an orientation to occupational and career education trends, theories and practices which ensure that all pupils receive equitable guidance which transcends cultural and gender stereotypes and is reflective of the national standards. This includes computer-based technology, data management systems and data-based research which support career development services.

EDCO 550, Crisis/Trauma Response and Interventions, 3 Units
Culturally appropriate counseling, classroom, and school related techniques and methods for developing and maintaining a peaceable school, and for the prevention, intervention, and postvention of such factors as crisis, trauma, violence, gang activity, bullying, conflict, depression, suicide, alcohol and substance abuse, and sexual harassment are examined within an ecosystemic context.
Prerequisite: EDCO 533

EDCO 555, Group Counseling Skills, 3 Units
This course provides a combination of history, theory, techniques, and applications pertaining to group counseling processes. Training requirements include the practice and demonstration of group techniques. Candidates observe, participate in, and conduct a personal-growth group composed of class members and observed by an experienced group supervisor.
Prerequisite: Current Certification of Clearance and evidence of passed CBEST;
Corequisite: EDCO 583

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 564, School Counseling Fieldwork 1, 3 Units
This course provides each student with firsthand, supervised pupil personnel experience. Each student is involved in on-site experiences that include application of theory to counseling and consultation practice with individuals, groups, families, children, adolescents, and exceptional and nonexceptional pupils.

EDCO 568, School Counseling Fieldwork 2, 3 Units
This course provides each student with firsthand, supervised pupil personnel experience. Each student is involved in on-site experiences that include application of theory to counseling and consultation practice with individuals, groups, families, children, adolescents, and exceptional and nonexceptional pupils.

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, and role-play, and student audio/video taped clinical practice explores differential diagnosis and the use of current diagnostic tools, such as the DSM-IV-R and the treatment modalities and placement criteria within the continuum of care.

EDCO 572, Psychobiology and Psychopharmacology, 3 Units
This course introduces the biological and neurological bases of human behavior, as well as psychotropic medications, as an adjunct to psychotherapy. Current information on the use of medications in the treatment of psychological disorders is provided, and consideration is given to the special needs of certain populations (e.g., the elderly and substance abuse patients) when psychotropic medications are prescribed. Students develop skills in case management by gaining an understanding of psychotropic medication indications, dosage scheduling, effects, and side effects as part of therapeutic practice.

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-IV 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
This course is designed to further develop the psychotherapeutic tools of students 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. Additionally, students are trained to work with diverse populations and encouraged to begin developing a theoretical and conceptual understanding of cases. Students are also encouraged to 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 provides counseling graduates with an in-the-field counseling experience prior to fieldwork or internship. Students obtain educational and clinical experience in psychotherapeutic techniques, assessment, and maladjustment, health and wellness promotion, and other recognized counseling interventions. A total of 100 hours must be documented in various education and community settings under supervision of faculty and site supervisors.
Prerequisite: EDCO 533, EDCO 550, EDCO 557, and EDCO 593

EDCO 579, Sociocultural Competence, 3 Units
School counselors require 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 to develop a multicultural perspective by becoming aware of their own cultures, the nuances of other cultures, and counseling considerations and perspective when working with individuals from diverse social and cultural backgrounds.

EDCO 587, PPS Leadership, Ethics, and Professionalism, 3 Units
This course is an orientation to the concepts and procedures which define and encompass pupil personnel management systems. This includes the ethics which guide the coordination and supervision of comprehensive counseling and guidance in a multicultural school setting. Standards of professionalism which support successful leadership are incorporated into the instruction.

EDCO 592, Foundations and Ethics in Research, 3 Units
This is the capstone research course for school counseling candidates and the first of three research courses for school psychology candidates. Candidates prepare a scholarly literature review. For counseling candidates, the major assignment for the course serves as a graduate research project. For school psychology candidates, the major assignment guides construction of the methods section of a research project for the following research courses.
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 594, School Counseling Internship 1, 3 Units
(300 hours) Students enrolled in this fieldwork course are under a paid internship with their school district. In this course students will receive exposure to individual differences, involvement with testing and case studies, participation in parent conferences and IEP/E and P meetings, and provision of counseling and/or consultation as appropriate to students, staff, and parents.

EDCO 595, School Counseling Internship 2, 3 Units
(300 hours) Students enrolled in this fieldwork course are under a paid internship with their school district. This course provides each student with firsthand, supervised pupil personnel experience. Each student is involved in on-site experiences that include application of theory to counseling and consultation practice with individuals, groups, families, children, adolescents, and exceptional and nonexceptional pupils.

EDCO 596, Academic Assessment and Intervention, 2 Units
This course covers the foundations of curriculum-based measurement, evidenced-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 556, Academic Assessment and Intervention, 2 Units
EDPY 624, Disabilities in Children (Mild, Moderate, and Severe), 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. There is an introduction to the legal requirements of educating learners in the least restrictive environments and consideration of current issues and future trends in special education.

EDPY 633, Multicultural and Bilingual Assessment and Intervention, 3 Units
This course focuses on the assessment of multicultural and bilingual students, including assessment models and practices, test bias, and social and psychological aspects associated with the differences and similarities of ethnic and cultural groups.

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 (FBA) 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 (CBA) 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 and applying statistical techniques 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
This course provides a systematic approach to the description and assessment of and planning for children with emotional and behavioral problems. The emphasis is on the psychological disorders of children most commonly encountered in the delivery of school psychological services.
EDPY 651, School Psychology Internship 1, 3 Units  
(300 hours) For cohorts starting prior to 2010-11 With State Department of Education approval of a candidate's application for an internship credential, the intern proceeds to gain experience in accepting responsibilities of a school psychologist. Regularly mentored by on-site and university staff, the intern gains skill in planning and implementing programs consistent with IDEA guidelines and state of California regulations. This includes participating in student study teams, planning and implementing psychoeducational assessments of pupils, and making recommendations for interventions in regular and special education. In addition, the intern gains skill in counseling pupils, consulting with parents, and accessing community resources.

EDPY 652, School Psychology Internship 2, 3 Units  
(300 hours) Regularly mentored by on-site and university staff, the intern refines skill in planning and implementing programs consistent with IDEA guidelines and state of California regulations. This includes participating in student study teams, planning and implementing psychoeducational assessments of pupils, and making recommendations for interventions in regular and special education. In addition, the intern gains skill in counseling pupils, consulting with parents, and accessing community resources.

EDPY 653, School Psychology Internship 3, 3 Units  
(300 hours) For cohorts starting prior to 2010-11 Regularly coached by on-site and university staff, the intern accepts increasing responsibility for planning and implementing programs consistent with IDEA guidelines and state of California regulations. This includes participating in student study teams, planning and implementing psychoeducational assessments of pupils, and making recommendations for interventions in regular and special education. It includes demonstrating a high level of skill in counseling pupils, consulting with parents, and accessing community resources. In addition, the intern refines skill in counseling pupils, consulting with parents, and accessing community resources.

EDPY 654, School Psychology Internship 4, 3 Units  
(300 hours) Regularly coached by on-site and university staff, the intern accepts independent responsibility for planning and implementing programs consistent with IDEA guidelines and state of California regulations. This includes participating in student study teams, planning and implementing psychoeducational assessments of pupils, and making recommendations for interventions in regular and special education. It includes demonstrating a high level of skill in counseling pupils, consulting with parents, and accessing community resources. In addition, the intern is responsible for planning and implementing school-wide assessment programs and evaluating program outcomes.

EDPY 655, School Psychology Internship 1, 5 Units  
(600 hours) Students are provided with on-site experience leading to the acquisition of skills and knowledge of school counselors and psychologists involving special and regular education students. Such experience includes working with IDEA regulations and procedures, assessing and counseling exception students, consulting with teachers, parents, and community agencies, and supervising counseling services. Further skills include conducting student assessment, writing reports, consulting with staff and parents, designing prevention, interventions, and postvention strategies, and completing progress evaluations.

EDPY 656, School Psychology Internship 2, 5 Units  
(600 hours) With continued on-site supervision, field-experience students become increasingly independent in planning, implementing, and reporting psychoeducational assessments of pupils. Students continue to gain experience collaborating with multidisciplinary colleagues. Students participate in planning prevention, intervention, and evaluation activities related to the responsibilities of a school psychologist. In addition, students take independent responsibility for initiating and collaborating with multidisciplinary colleagues in prevention, intervention, and evaluation activities related to the responsibilities of a school psychologist.

EDPY 657, School Psychology Internship 3, 3 Units  
(300 hours) For cohorts starting prior to 2010-11 With State Department of Education approval of a candidate's application for an internship credential, the intern proceeds to gain experience in accepting responsibilities of a school psychologist. Regularly mentored by on-site and university staff, the intern gains skill in planning and implementing programs consistent with IDEA guidelines and state of California regulations. This includes participating in student study teams, planning and implementing psychoeducational assessments of pupils, and making recommendations for interventions in regular and special education. In addition, the intern gains skill in counseling pupils, consulting with parents, and accessing community resources.

EDPY 658, School Psychology Internship 4, 3 Units  
(300 hours) Regularly mentored by on-site and university staff, the intern refines skill in planning and implementing programs consistent with IDEA guidelines and state of California regulations. This includes participating in student study teams, planning and implementing psychoeducational assessments of pupils, and making recommendations for interventions in regular and special education. In addition, the intern gains skill in counseling pupils, consulting with parents, and accessing community resources.

EDPY 659, School Psychology Internship 1, 5 Units  
(600 hours) Students are provided with on-site experience leading to the acquisition of skills and knowledge of school counselors and psychologists involving special and regular education students. Such experience includes working with IDEA regulations and procedures, assessing and counseling exception students, consulting with teachers, parents, and community agencies, and supervising counseling services. Further skills include conducting student assessment, writing reports, consulting with staff and parents, designing prevention, interventions, and postvention strategies, and completing progress evaluations.

EDPY 660, School Psychology Internship 2, 5 Units  
(600 hours) With continued on-site supervision, field-experience students become increasingly independent in planning, implementing, and reporting psychoeducational assessments of pupils. Students continue to gain experience collaborating with multidisciplinary colleagues. Students participate in planning prevention, intervention, and evaluation activities related to the responsibilities of a school psychologist. In addition, students take independent responsibility for initiating and collaborating with multidisciplinary colleagues in prevention, intervention, and evaluation activities related to the responsibilities of a school psychologist.

EDPY 661, Psychoeducational Assessment I, 3 Units  
This course is the first in a series of three courses structured to develop competence in the assessment of preschool and school-age children and adults. Students become aware of the multifaceted and culturally defined nature of human intelligence, of research and theory regarding the development and measurement of human intellectual ability, and of the construction, uses, and limitations of assessment tools and methods. Upon completion of this series of courses, the students should have attained competence in a wide range of scales in assessing 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 662, Psychoeducational Assessment II, 3 Units  
This course is the second in a series of three courses structured to develop competence in the assessment of preschool and school-age children and adults. Students become aware of the multifaceted and culturally defined nature of human intelligence, of research and theory regarding the development and measurement of human intellectual ability, and of the construction, uses, and limitations of assessment tools and methods. Upon completion of this series of courses, the students should have attained competence in a wide range of scales in assessing 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 course is the third in a series of three courses structured to develop competence in the assessment of preschool and school-age children and adults. Students become aware of the multifaceted and culturally defined nature of human intelligence, of research and theory regarding the development and measurement of human intellectual ability, and of the construction, uses, and limitations of assessment tools and methods. Upon completion of this series of courses, the students should have attained competence in a wide range of assessment 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 685, School Psychology Fieldwork 1, 3 Units
Students are provided with on-site experience leading to the acquisition of skills and knowledge of school counselors and psychologists involving special and regular education students. Such experience includes working with IDEA regulations and procedures, assessing and counseling exceptional students, consulting with teachers and parents, and supervising of counseling services.

EDPY 686, School Psychology Fieldwork 2, 3 Units
Through on-site supervision, students experience directly the role and function of school psychologists. This includes conducting student assessment; writing reports; consulting with staff and parents; designing prevention, interventions, and postvention strategies; working with exceptional students; completing progress evaluations; and interacting with community agencies.

EDPY 687, School Psychology Fieldwork 3, 3 Units
With continued on-site supervision, field experience students acquire increasing responsibility for planning, implementing, and reporting psychoeducational assessments of pupils. Students continue to gain experience collaborating with multidisciplinary colleagues. Students participate in planning prevention, intervention, and evaluation activities related to the responsibilities of a school psychologist.

EDPY 688, School Psychology Fieldwork 4, 3 Units
With continued on-site mentoring, field experience students take independent responsibility for planning, implementing, and reporting psychoeducational assessment of pupils. Students take independent responsibility for initiating and collaborating with multidisciplinary colleagues in prevention, intervention, and evaluation activities related to the responsibilities of a school psychologist.

EDPY 690, Advanced Individual Research, 3 Units
In this course, the professor and students work closely to advance research into a form that will be appropriate for presentation at a national conference or publication in a peer-reviewed journal. Examples of activities within 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 1, 5 Units
(600 hours) Students are provided with on-site experience leading to the acquisition of skills and knowledge of school counselors and psychologists involving special and regular education students. Such experience includes working with IDEA regulations and procedures, assessing and counseling exception students, consulting with teachers, parents, and community agencies, and supervising counseling services. Further skills include conducting student assessment, writing reports, consulting with staff and parents, designing prevention, interventions, and postvention strategies, and completing progress evaluations.

EDPY 696, School Psychology Fieldwork 2, 5 Units
(600 hours) With continued on-site supervision, field experience students become increasingly independent with regard to planning, implementing, and reporting psychoeducational assessments of pupils. Students continue to gain experience collaborating with multidisciplinary colleagues. Students participate in planning prevention, intervention, and evaluation activities related to the responsibilities of a school psychologist. In addition, students take independent responsibility for initiating and collaborating with multidisciplinary colleagues in prevention, intervention, and evaluation activities related to the responsibilities of a school psychologist.

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

Faculty

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