

<i>Program Goal 8</i>	<i>Program Objectives</i>	<i>Graduate Profile</i>	<i>Curricular Component</i>	<i>Course Title</i>	<i>Educational Strategies</i>	<i>Evaluation Strategies</i>
<p>To prepare students to engage in curricular innovations at both the classroom (e.g., reading strategy interventions, social skills interventions) and larger systems levels (e.g., inclusion, school restructuring, gifted education programs).</p>	<p>To train a scientist-practitioner who:</p> <ul style="list-style-type: none"> Is capable of applying knowledge and skills that promote identification and resolution of psychological and educational problems. Possesses theoretical and applied knowledge on topics related to the practice of school psychology <ul style="list-style-type: none"> > prevention and intervention > developmental and ecological theories <ul style="list-style-type: none"> > clinical diagnostics > developmental disabilities > special education services > statistical and research methods > human diversity. Demonstrates critical thinking, quantitative reasoning, and qualitative analysis abilities. 	<ul style="list-style-type: none"> - Develop an understanding and an ability to integrate multiple theoretical perspectives that are relevant to the teaching, research, and practice of school psychology. - Demonstrate critical thinking in conceptualizing, assessing, and intervening in child and adolescent learning, behavior, and mental health concerns (with a range of developmentally and culturally sensitive techniques as well as empirically supported methods, targeted to several levels, including the individual, family, classroom, and larger social system). - Demonstrate mastery of verbal and writing communication skills with educators, parents, and fellow professionals. - Demonstrate quantitative and qualitative reasoning skills. - Demonstrate knowledge, skills, and appreciation for diverse abilities and disabilities. - Demonstrate knowledge of the major socio-cultural groups and relevance of group differences for school related work. - Behave in accordance with professional, legal, and ethical guidelines. - Develop a commitment to the advancement the field of school psychology through exemplary teaching, research, or professional practice, as well as participation and leadership in professional organizations. 	<p>CORE COURSES</p> <p>SCHOOL PSYCHOLOGY COURSES</p> <p>RESEARCH COURSES</p>	<p>CHILD and ADOLESCENT DEVELOPMENT</p> <p>THEORIES OF PERSONALITY</p> <p>BIOLOGICAL BASES OF BEHAVIOR IN CHILDREN AND ADOLESCENTS</p> <p>LEARNING AND COGNITION</p> <p>HUMAN DIVERSITY and SOCIAL PSYCHOLOGY ISSUES</p> <p>HISTORY AND SYSTEMS OF PSYCHOLOGY</p> <p>DIAGNOSTIC MODELS FOR ACADEMIC AND BEHAVIORAL ISSUES</p> <p>INTERVENTION MODELS FOR ACADEMIC AND BEHAVIORAL ISSUES</p> <p>PROGRAM EVALUTATION IN SCHOOL CONTEXTS</p> <p>EDUCATIONAL PSYCHOLOGY</p> <p>COGNITIVE ASSESSMENT (Integrated Practicum)</p> <p>PSYCHOEDUCATIONAL ASSESSMENT (Integrated Practicum)</p> <p>SOCIO-EMOTIONAL ASSESSMENT (Integrated Practicum)</p>	<p>Conference</p> <p>Discussion</p> <p>Seminar with formal presentation</p> <p>Seminar without formal presentation</p> <p>Research Practice</p> <p>Laboratory Supervision</p> <p>Thesis</p>	<p>Exams</p> <p>Oral reports</p> <p>Journals</p> <p>Monographies</p> <p>Oral and written research reports</p> <p>Evaluation of test protocols</p> <p>Reports</p> <p>Evaluation reports</p> <p>Case studies</p>

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		<p>INTERVENTION</p> <ul style="list-style-type: none"> - Explain principles and best practices that guide intervention activities. - Conceptualize treatment goals and develop intervention plans to accomplish these goals across diverse populations. - Demonstrate understanding of the theoretical and procedural similarities and differences of various approaches to interventions for school-related social-emotional problems. - Demonstrate understanding of the theoretical and procedural similarities and differences of various approaches to interventions for cognitive and academic problems. - Demonstrate command of methods for monitoring treatment and progress evaluating the integrity and effectiveness of interventions. - Demonstrate understanding of the theory and practice of preventing and intervening for school-related problems - Demonstrate understanding of the theory and practice of preventing and responding to school-related crises. <p>CONSULTATION</p> <ul style="list-style-type: none"> - Demonstrate skills for conducting consultation interviews with teachers or parents with diverse backgrounds. - Conceptualize assessment issues and intervention goals within an indirect service delivery model. 		<p>INTRODUCTION TO SCHOOL PSYCHOLOGY: ROLES -FUNCTIONS AND ETHICAL-LEGAL ISSUES</p> <p>STATISTICS APPLIED TO PSYCHOLOGY</p> <p>EVALUTION AND MEASUREMENT</p> <p>ADVANCED RESEARCH METHODS: QUANTITATIVE DISSERTATION AND QUALITATIVE</p>		

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		<p>- Design methods for monitoring the consultation process and measuring outcomes.</p> <p>SPECIALIZATION AREA</p> <p>- Demonstrate in-depth and rigorous knowledge of theory, practice, and current issues pertaining to the chosen area of specialization (clinical, neuropsychology, pre-school, special education)</p>				

