



EdS School Psychology Program *Transfer Credit Acceptance Form*

School of Psychology
135 Martin Hall
Cheney, WA 99004-2423
Voice: (509) 359-6227

Below are courses that are required in our program of study that may be transferred from another institution. Students who have completed the exact graduate-level coursework that we require can choose to apply to have specific courses transferred. Timeliness and an exact match of classes are important when requesting to transfer credits. Only courses that appear on a transcript can be considered. International students must submit a course-by-course evaluated transcript from any member organization of National Association of Credential Evaluation Services (NACES.org) in order to be considered for transfer credit approval. No “credit for experience” is given in this program. Courses that are eligible are listed below. Only those students who are transferring from another school psychology program may request to transfer any courses not listed below.

Please consider that these courses prepare you to be successful in producing a program-required portfolio where you will provide evidence of your knowledge and ability to apply the skills required to be a successful school psychologist, per the national standards of practice.

Transferring courses that assist you in completing key assignments that are included in the portfolio may impede your ability to earn a pass on your portfolio, which is required for certification and may also prevent you from successfully attaining Nationally Certified School Psychologist status.

*The *Currency Statement* is an explanation of how you have maintained the knowledge you gained in the courses you are asking to transfer into your program of study. For example, if you took Academic Assessment and have been giving them in your role, you should explain this.

<i>EWU Course</i>	<i>Course Title</i>	<i>Quarter Credits</i>	<i>Institution</i>	<i>Course</i>	<i>Course Description (per syllabus/catalog)</i>	<i>Term and Year</i>	<i>Currency Statement</i>
PSYC 532/533	Research and Program Evaluation/ Single Case Design: Evaluating Educational Interventions	4					
PSYC 534	Human Neuropsychology	4					
PSYC 554	Cognitive Assessment	4					
PSYC 559	Cognitive Assessment Lab	3					
PSYC 526	Academic Assessment for School Psychology	4					
PSYC 565	Developmental Psychopathology	4					
PSYC 553	Social, Emotional & Behavioral Assessment of Children & Adolescents	4					
PSYC 505	Applied Learning Theory and Behavioral Modification	4					
PSYC 513	Family, School, and Community Collaboration: Development and Transition	4					
PSYC 563	Psychoeducational Group Theory	2					
PSYC 568	Psychoeducational Group Process	2					
PSYC 543	Counseling Theories and School-Based Mental Health Interventions	4					

I acknowledge my understanding that should these transfer credits be accepted, I am solely responsible for the production of evidence of professional competency that I would have otherwise achieved through coursework and support in the School Psychology Program.

Student Name: _____ Student Signature: _____

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Program Committee Signatures: _____

Outside College Committee Member Signature: _____



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Course Catalog Reference Guide

<i>EWU Course</i>	<i>Course Title</i>	<i>Cr</i>	<i>Course Description</i>
PSYC 532	Research and Program Evaluation	4	This course provides knowledge and fundamental skills in the evaluation of educational and human service programs. Emphasis is on the evaluator's responsibility for designing and implementing an evaluation, conducting data analysis, and reporting evaluation results for continuous program improvement. The course teaches qualitative and quantitative methods to evaluate systems' needs, program acceptability, fidelity, and effectiveness in school-based and clinical settings.
PSYC 533	Single Case Design: Evaluating Educational Interventions	4	This course will assist candidates in evaluating educational interventions in two areas: single case design and program Evaluation. For single case design, we will cover the components, strengths, and limitations of single case design research. We will cover the various designs, ranging from a simple "B" Design to more complex single case designs. We will examine issues related to validity and reliability of single case research and connect this research methodology to your topics of interest.
PSYC 534	Human Neuropsychology	4	The relationships between physiological processes and behavior. Review of current school neuropsychological assessments, the role of the school neuropsychologist, consultation when neuropsychological factors are relevant in student educational programming. This course requires that you create a case-specific presentation that is delivered to colleagues.. This includes the creation of intervention checklists and evaluation forms to rate your presentation.
PSYC554	Cognitive Assessment	4	This course will provide in-depth training in cognitive assessment, including intelligence, memory, academic and special abilities testing.
PSYC 559	Cognitive Assessment Lab	3	Students will administer, score, report and interpret published norm-referenced measures of intelligence, memory, achievement, perceptual, adaptive and special abilities typically used in educational environments.
PSYC 526	Academic Assessment for School Psychology	4	An in-depth review of the purposes and methods of academic assessment in school psychology practice. The course focuses on the administration of various academic assessments and interpretation of the scores obtained from the instruments for use in making data-based decisions. Special attention will be given to the applicability of assessments to diverse student populations.
PSYC 565	Developmental Psychopathology	4	This course focuses on psychopathological disorders of childhood and adolescence, critically attending to normal and abnormal developmental sequences. Attention is given to the diagnosis and implications of such disorders and to clinical and educational intervention methods.
PSYC 553	Social, Emotional & Behavioral Assessment of Children & Adolescents	4	Students learn assessment techniques to examine social, emotional and behavioral functioning in children and adolescents. A problem-solving approach is utilized with training in reviewing, interviewing, observing and testing children. Major tests considered and applied within this course include broad rating scales such as the BASC systems and narrow rating scales utilized to diagnose more specific disorders.
PSYC 505	Applied Learning Theory	4	Applied learning theory, methodology and research paradigms will be defined and their inter-theory, inter-subject, inter-problem-solving relevance demonstrated. Students conduct FBAs in a school setting and develop intervention recommendations.
PSYC 513	Family, School, and Community Collaboration: Development and Transition	4	Students learn to partner with families and community agencies for intervention and key transitions such as preschool services to school-age services as well as high school to 18–21 services and postsecondary living. Students learn about typical physical, cognitive, adaptive, social/emotional and communication in child development, adverse childhood experiences (ACEs), trauma-informed care, strategies to collaborate with families and community agencies, and transition assessment and planning.
PSYC 563	Psychoeducational Group Theory	2	This course examines the theory and assessment of different types of psychoeducational groups for children and adolescents in school settings.
PSYC 568	Psychoeducational Group Process	2	This course examines the application of psychoeducational groups for children and adolescents in schools. In addition to didactic learning, students will be required to complete a series of activities that develop their skills as psychoeducational group leaders and show their ability to apply the group process.
PSYC 543	Counseling Theories and School-Based Mental Health Interventions	4	This course provides an overview of theories of counseling and interventions for students with mental health concerns. The course covers the role of the school psychologist as counselor and how school psychologists facilitate a multi-tiered approach to mental health intervention.

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Program Committee Signatures: _____

Outside College Committee Member Signature: _____