

Goal #1: *To develop in students broad-based knowledge of the psychological and educational foundations that undergird professional school psychology practice, and the ability to evaluate, apply, and extend this knowledge base.*

Objective a for Goal #1. Students become competent in designing and conducting research and analyzing data.

Competencies Expected for Objective a, Goal 1: 1a.1 Students develop scientist-practitioner skills using evidence based empirical assessments and treatments and systematically analyzing those data. 1a.2 Students develop skills in the design of psychological research studies. 1a.3 Students develop proficiency with various group and single-case methodologies. 1a.4 Students develop scientist-practitioner research skills and contribute to the field.

Objective b for Goal #1. Students become familiar with history and systems of psychology.

Competency Expected for Objective b, Goal 1: 1b.1 Students acquire knowledge of the history and systems of psychology.

Objective c for Goal #1. Students become familiar with the social bases of behavior and issues of diversity and their impact on behavior.

Competencies Expected for Objective c, Goal 1: 1c.1 Students acquire knowledge of social psychological and diversity variables and their influences on behavior. 1c.2 Students demonstrate knowledge of human diversity for research and practice.

Objective d for Goal #1: Students develop knowledge of the biological bases of behavior.

Competency Expected for Objective d, Goal 1: 1d.1 Students acquire knowledge of physiological psychology, neuro-anatomy, and developmental psychopharmacology.

Objective e for Goal #1: Students develop knowledge of the cognitive and affective bases of behavior.

Competency Expected for Objective e, Goal 1: 1e.1 Students acquire knowledge of cognitive, affective, and learning, influences on behavior.

Objective f for Goal #1: Students develop knowledge of developmental and individual differences and their impact on physical, social, academic, cognitive, affective, and behavioral functioning.

Competency Expected for Objective f, Goal 1: 1f.1 Students become knowledgeable of developmental and individual differences and consider developmental variables when conducting research and practice. 1f.2 Students develop knowledge of individual differences related to psychopathological functioning.

Objective g for Goal #1: Students have knowledge of education service delivery systems.

Competency Expected for Objective g, Goal 1: 1g.1 Students acquire knowledge of educational practices and procedures, policies, and personnel in public school environments.

Objective h for Goal #1: Students become knowledgeable of school psychology professional standards, theories, and practices.

Competencies Expected for Objective h, Goal 1: 1h.1 Students adopt a scientist-practitioner and science-based child/learner success orientation 1h.2 Students have knowledge of the history

and future directions of professional school psychology
1h.3 Students develop and maintain interpersonal and professional disposition for identity as professional school psychologists 1h.4 Students demonstrate knowledge of legal and ethical issues and professional standards of psychologists 1h.5 Students develop technology skills relevant to the professional roles of psychologists.

Goal #2: *To develop in students school psychology professional practice skills.*

Objective a for Goal #2: Demonstrate skills in assessment for diagnosis and intervention.

Competencies Expected for Objective a, Goal 2: 2a.1 Students conduct data collection for intervention planning and for diagnostic assessment by selecting assessment techniques relevant to the referral concerns, employing formal and informal assessment measures conducted utilizing direct and indirect methods in order to formulate appropriate DSM-IV-TR diagnoses to describe clients' functioning.

Objective b for Goal #2: Demonstrate consultation skills for prevention and intervention.

Competencies Expected for Objective b, Goal 2: 2b.1 Students develop competency in a variety of consultative techniques at the system, group and individual level by developing and applying techniques for prevention, problem-solving, and crisis intervention in the areas of behavioral, academic, cognitive, developmental, social and emotional functioning as well as developing skills in the evaluation of the efficacy of interventions both directly and in a supervisory role.

Objective c for Goal #2: Demonstrate skills in designing and carrying out direct psychotherapeutic intervention with children and adolescents.

Competencies Expected for Objective c, Goal 2: 2c.1 Students develop skills in treatment design, implementation, and evaluation through direct contact with both individuals and groups to facilitate client learning, adjustment, and behavioral and emotional functioning using a variety of evidence-based therapeutic techniques that are consistent with APA legal and ethical guidelines.

Objective d for Goal #2: Demonstrate skills in specialty area; attain life-long learning orientation.

Competencies Expected for Objective d, Goal 2: 2d.1 Student knowledge and skills in a specialization area of interest are developed through engagement in activities that serve to deepen the content knowledge and practice skill in these specialty areas to a high level and through professional affiliation and credentialing.