

SCHOOL PSYCHOLOGY (MS)

Department Chair: Veronica Escoffery-Johnson

Program Chair: Veronica Escoffery-Johnson

School Psychology Faculty: Tonya Brooks

The School Psychology program prepares individuals for a career utilizing expertise in mental health, learning, and behavior to support children from infancy through adolescence in developing their full scholastic potential. Grounded in the professional standards and domains of practice established by the National Association of School Psychologists (NASP), the curriculum reflects a comprehensive framework for training ethical, culturally responsive, and data-informed practitioners.

The curriculum is designed to prepare school psychologists to apply consultation, evidence-based psychological practices, leadership, and collaborative problem-solving skills to build supportive, equitable, safe, and diverse learning environments where all children can succeed academically, socially, and emotionally. Coursework equips candidates with the breadth and depth of knowledge and applied competencies required to meet the comprehensive needs of increasingly diverse children, families, schools, and communities. Emphasis is placed on prevention, early intervention, systems-level services, and the integration of research and practice to promote positive outcomes for all students.

This program is accredited by the California Commission on Teacher Credentialing and meets the Pupil Personnel Services Credential Specialization requirements for School Psychology, and the added Child Welfare and Attendance Authorization.

Program Dismissal

The program reserves the right to dismiss candidates whose performance or conduct fails to meet established academic, professional, or ethical standards. Grounds for dismissal include but are not limited to: academic dishonesty; academic disqualification or failure to maintain required academic standards and satisfactory progress; unethical or unprofessional conduct; failure to demonstrate required competencies or professional dispositions in program assessments or activities; behavior that compromises the integrity of the training environment or the well-being of others; and/or felony conviction. Candidates dismissed from the program are not eligible for readmission.

Additional Program Information

Course Sequence and Availability

Candidates are directed to follow the course sequence as required by the program. Additionally, candidates are advised to be mindful that each course may only be offered once per academic year/term. Changes to the program course sequence are rare. If a change to course sequence is necessary, candidates must meet with the program academic advisor to ensure it matches the availability of courses and meets all pre-requisite and co-requisite requirements.

Elective Requirement

Within the program, candidates are required to, candidates are required to complete one 3-unit elective course. The elective may be selected from courses offered within the School Psychology program or from any 500-level course offered within the La Fetra College of Education (LFCE), subject to advisor approval. The elective may be taken at any time beginning in the second year of the program.

Advanced Standing Eligibility Requirements

Candidates must be granted Advanced Standing to enroll in SPSY 576: Professional Seminar in School Psychology. To be eligible to apply for Advanced Standing, candidates must:

- Have satisfied all conditions of admission to the program
- Successfully completed SPSY 550: Fieldwork Supervision in School Psychology I
- Be in good academic standing
- Have earned a minimum cumulative GPA of 3.0 in all coursework applicable to the degree program

Credential Recommendation Time Limit

Students are expected to complete requirements for the master's degree and graduate within 3 years of the date of matriculation. All credential requirements and credential recommendations must be completed within 5 years from the start of the student's first course in the School Psychology program.

Admission Requirements and Procedures: In addition to the requirements and application materials listed in the Graduate Admission section of this catalog, the following are required:

Admission Requirements:

1. Completed Admission Application and application fee.
2. Official transcripts from all institutions attended. A bachelor's degree from a regionally accredited institution with a preferred GPA of 2.75 or above in undergraduate work and a cumulative GPA of 3.0 or above in any graduate work.
 - a. An undergraduate major in psychology, education or closely related field is recommended. Applicants without prior teaching or experience in education are strongly encouraged to have at least one year of volunteer or paid experience working with children or adolescents.
3. Write a statement of purpose addressing the following points:
 - a. Your statement should be approximately 1,000-words (3 pages) in length and typewritten.
 - b. Your reasons for entering the school psychology profession, including any personal or professional experiences and qualifications that have prepared you for entering this field
 - c. Your perspectives on the role of cultural competence and social justice advocacy in the practice of school psychology.
4. Two letters of recommendation on letterhead from individuals qualified to objectively evaluate the candidate's ability to succeed in graduate school and the potential to be a competent educator.
 - a. Recommendation letters must be from individuals who can knowledgeably comment upon the candidate's academic skills, employment/volunteer experience, leadership potential, and/or professional abilities.
5. Professional Resume

Following receipt and review of all application materials, candidates who meet minimum requirements will be invited to participate in a required program interview.

Program Requirements:

M.S. School Psychology with Pupil Personnel Services (PPS) Credential (Optional Child Welfare and Attendance (CWA) Authorization)

1. Basic Skills Requirement (A Passing CBEST Verification score or equivalent) must be submitted prior to registering for Practicum and Fieldwork courses for all candidates completing the M.S. School Psychology with Pupil Personnel Services Credential (as applicable Child Welfare and Attendance Credential).
2. Proof of Negative/Clear TB Verification and Certificate of Clearance must be submitted or reviewed prior to registering for SPSY 510: School Psychology Practicum I and SPSY 550 Fieldwork Supervision I.
3. Passing score on the National School Psychology Praxis exam in order to be recommended for the PPS Credential in School Psychology.
4. Students must earn a minimum of a B- in all coursework. Students must maintain an overall average of a B (3.0) or better each semester of the program.
5. Candidates must complete all Year 1 Practicum hours in School Psychology Practicum I and II (SPSY 510, 520) prior to enrolling in School Psychology Practicum III (SPSY 530) to be eligible to continue matriculation in the program.
6. Prior to being eligible to begin Fieldwork/Internship all program coursework, including Practicum hours must be completed.

M.S. School Psychology with Pupil Personnel Services Credential (PPS) (Optional Child Welfare and Attendance (CWA) Authorization)

Program Length Full-Time: 3 Years

Total Program: 64 Semester Hours

Fieldwork Hours: Practicum 450 Hours, Internship 1,200*

Code	Title	Semester Hours
SPSY 510	School Psychology Practicum I	1
SPSY 511	Legal and Ethical Foundations in School Psychology	3
SPSY 512	Counseling Theory: Developmental & Biological Foundations	3
SPSY 513	Diversity, Equity, and Inclusion in School Psychology	2
SPSY 514	Professional Practice Foundations of the School Psychology Leader	2
Total Semester Hours		11

Code	Title	Semester Hours
SPSY 520	School Psychology Practicum II	1
SPSY 521	Intro to Psychoeducational Assessment	3
SPSY 522	Psychopathology & Social Emotional Learning	3
SPSY 523	Individual Counseling Children & Adolescents	2
SPSY 524	Group Counseling: Intervention & Strategies	2
SPSY 528	Multi-tiered Interventions & Instructional Supports	3
SPSY 529	Psychoeducational Assessment, Measurement, & Testing	2
Total Semester Hours		16

Code	Title	Semester Hours
SPSY 530	School Psychology Practicum III	1
SPSY 531	Psychoeducational Assessment & Achievement	3
SPSY 532	Consultation, Collaboration & Partnerships in Schools	3
SPSY 533	Crisis Intervention & Healing Centered Practices	2
SPSY 534	Neuropsychology of Learning Disabilities	2
Total Semester Hours		11

Code	Title	Semester Hours
SPSY 540	School Psychology Practicum IV	1
SPSY 541	Advanced Psychoeducational Assessment	3
SPSY 542	Behavioral Analysis & Classroom Intervention	3
SPSY 543	Diversity in Assessment, Evaluation, and Intervention	2
SPSY 544	Foundations & Principles of Applied Behavior Analysis	2
Total Semester Hours		11

Code	Title	Semester Hours
SPSY 550	Fieldwork Supervision in School Psychology I	3
SPSY 556	Data, Research & Program Evaluation	3
SPSY 570	Fieldwork Supervision in School Psychology II	3
SPSY 576	Professional Seminar in School Psychology	3
Required Program Elective: (choose 1)		3
SPSY 580	Introduction to School Neuropsychology	
SPSY 581	Psychoeducational Assessment of Preschool Children	
Choose elective from Approved LFCE 500-Level Course		
Total Semester Hours		15

*Third year Fieldwork/Internship must be completed within one academic year but shall be completed within no more than two consecutive academic years (This is a mandate from the California Commission on Teacher Credentialing)

**Optional Child Welfare and Attendance (CWA) Authorization

Code	Title	Semester Hours
PPS 592	CWA: Supervised FW & Coursework	3
Total Semester Hours		3

Candidates who select to add the Child Welfare and Attendance Authorization (CWA) can complete educational requirements for a California Commission on Teacher Credentialing (CCTC) PPS Credential with a Specialization in School Psychology and an added Child Welfare and Attendance Authorization. The Child Welfare and Attendance (CWA) Authorization enhances employability by expanding graduates' preparation to address attendance, family engagement, and barriers to student success within school systems.