



SANFORD COLLEGE OF EDUCATION

PUPIL PERSONNEL SERVICES CREDENTIAL SCHOOL PSYCHOLOGY (PPSP) PROGRAM

Understand Influences to Improve Lives

Psychologists play an important role in schools today. Institutions need trained professionals to identify strategies that will mitigate risk and improve outcomes. Students who have completed an appropriate master's degree in counseling, social work, or psychology related to education/clinical practice from National University or another regionally-accredited institution can work toward a Pupil Personnel Services Credential with a School Psychology Specialization without receiving another master's degree. Course equivalency be granted for life experiences. Throughout the Pupil Personnel Services Credential School Psychology program, you'll evaluate various methods of assessment in order to make data-based decisions, examine societal influences on academic and social behavior, and analyze how systemic school approaches can affect student outcomes.

Program highlights:

- Learn to analyze consultative/collaborative relationships with school staff, parents, and community agencies
- Understand current research methodologies used in school psychology and related fields
- Develop crisis intervention planning skills that address individual and school-wide emergency concerns
- Use research statistics, measurements, data analysis, and program evaluation methods to improve student outcomes

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PUPIL PERSONNEL SERVICES CREDENTIAL SCHOOL PSYCHOLOGY (PPSP) PROGRAM

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Candidates who have completed an appropriate master's degree in counseling, social work or psychology related to education/clinical practice from this or another regionally-accredited institution can work toward a Pupil Personnel Services Credential with a School Psychology Specialization (i.e. without receiving another master's degree). Course equivalence cannot be granted for life experiences.

No more than three comparable graduate-level courses (13.5 quarter units) can be waived. Courses not eligible for waiver include all assessment courses, practicum, and internship.

To adhere to NASP Standards, waiver of PED 625 (Research in Education) and PED 637 (School Psychology Research) is not automatic. The candidate's previous research related coursework in their Master's Degree Program will be reviewed on a case-by-case basis to ensure that the overall quality and equivalence of an MS in School Psychology is being met. If PED 625 and PED 637 courses are waived, the candidate must replace these courses with an elective.

Candidates may participate in a paid internship if they are able to secure a position with an employing district/agency that meets the standards of the university internship program. Please note that the majority of internship positions are unpaid. For more information, contact a Credential Advisor.

Please see additional credential requirements at the end of this Educational Administration and School Counseling/Psychology Department section of the catalog.

Program Advisement

All PPSP candidates will be assigned a Academic Program Director. Candidates will meet with a Academic Program Director for evaluation of prior coursework to meet program prerequisites. All candidates are expected to communicate with their assigned Academic Program Director at the following times:

1. Upon admission into the program,
2. After 5 classes
3. Before starting their practicum and internship
4. At the exit of the program.

Candidates who receive a grade lower than a "B" in two or more courses may be evaluated by the faculty and may be required to repeat the course(s) at their own expense before being allowed to continue in the program.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Analyze consultative/collaborative relationships with school staff, parents, and community agencies in support of student success.
- Evaluate various methods of assessment in order to make data-based decisions.
- Analyze how systemic school approaches can affect student outcomes.
- Examine societal influences on academic and social behavior.
- Appraise principles related to prevention in the context of their ability to improve services provided to students.
- Examine strategies related to family systems that support student success.
- Evaluate strategies that mitigate individual differences, abilities, disabilities, and other diverse characteristics in order to enhance services for students.
- Compare and contrast current research methodologies used in school psychology and related fields.
- Conduct research using relevant design, statistics, measurements, data analysis, and program evaluation methods to improve student outcomes.
- Interpret the ethical, legal, and professional standards necessary to engage in sound decision making.
- Design a crisis intervention plan that includes responses that address both individual and school-wide emergency concerns.

Credential Requirements

(20 courses; 90 quarter units)

The School Psychology program contains a minimum of 90 quarter units as required by the CTC. If PED 625 and PED 637 are waived, students must take two approved elective courses (9 quarter units).

Credential Requirement

(15 courses; 67.5 quarter units)

PED 603	School Psychology Orientation
PED 680	Roles, Issues and Ethics <i>Prerequisite: PED 603</i>
PED 665	Test and Measurements <i>Prerequisite: PED 603</i>
PED 667	Developmental Psychopathology <i>Prerequisite: PED 603</i>
CED 610	Adv. Coun. Theories & Methods <i>Prerequisite: CED 600 or PED 667</i>
CED 601	Consultation in the Schools <i>Prerequisite: CED 610</i>
PED 662	Leadership in School Psych. <i>Prerequisite: PED 603 with a minimum grade of B</i>
PED 671	Cognitive Assessment <i>Prerequisite: PED 665 and PED 680</i>
PED 672	Psycho-Academic Assessment <i>Prerequisite: PED 671 with a minimum grade of B</i>
PED 663	Curriculum Interventions <i>Prerequisite: PED 603 with a minimum grade of B</i>
PED 673	Social/Emotional Assessment <i>Prerequisite: PED 672 with a minimum grade of B</i>
PED 664	Crisis Response & Intervention <i>Prerequisite: PED 603 with a minimum grade of B</i>
PED 676	Applied Behavior Analysis
PED 674	Special Populations Assessment <i>Prerequisite: PED 673 with a minimum grade of B</i>
PED 678	Practicum in School Psychology <i>Prerequisite: Students must have completed all PED and CED core courses. The practicum course (PED 678) begins the application process of the program that is built on the foundation of the core courses in the program. Students are expected to have knowledge from the core courses prior to starting their practicum experience. Exceptions to the core courses are: PED 685, 625, 637, 689 and 690. These courses must be completed after the successful completion of the practicum course (PED 678).</i>

Practicum Prerequisites

In PED 678 candidates are required to complete their practicum hours and experiences only in a public school based settings (according to CCTC requirements). A credential school site psychologist will supervise and evaluate the candidate's performance. Candidates must complete PED 671, PED 672, PED 673 and pass the CBEST.

Internship Prerequisites

Candidates are required to complete All 450 hours of practicum prior to starting their internship. Candidates must complete the practicum experience under the supervision of a credentialed and experienced (three years) school psychologist. In PED 678 (Practicum in School Psychology) candidates will do their practicum hours and experiences only in public school based settings (according to CCTC requirements). A credentialed school-based psychologist will evaluate candidate performance.

Internship Requirements

(3 courses; 13.5 quarter units)

(1200 hours/2 levels)

A minimum of 1200 hours is required, with 600 hours per level (Elementary (K-5/6 grades) and Secondary (6/7-12 grades)). The candidate will draft a plan with the Site Supervisor and University Supervisor, meet weekly for two hours with Site Supervisor for supervision, keep monthly logs of internship hours, and submit logs to University Supervisor each month. No more than two sites at one time with no more than two Site Supervisors at one time. The internship consists of the following:

PED 685*	Internship Seminar <i>Prerequisite: Students must have completed all program core requirements (except PED 625 and PED 637), 450 hours of practicum, eligible to be enrolled in the internship and have permission of the Academic Program Director.</i>
PED 689	School Psych Internship I <i>Prerequisite: Students must have completed all program coursework, must be enrolled in their internship and have permission of the Academic Program Director.</i>
PED 690	School Psychology Intern II <i>Prerequisite: Students must have completed all program coursework, must be enrolled in their internship and have permission of the Academic Program Director.</i>

*PED 685 course meets for two months during the entire internship.

Candidates are expected to complete their internship either on a full-time basis of 8 months (40 hours per week) or on part time basis of 17 months (20 hours per week). Less than 20 hours per week at the internship site will not be approved.

Electives

(2 courses; 9 quarter units)

Students must select graduate elective courses from the following course prefixes: ABA, CED, EDA, EXC, HUB, SPD or TED.