

# SCHOOL PSYCHOLOGY, ED.S. WITH EDUCATIONAL PSYCHOLOGY, M.A. AND PUPIL PERSONNEL SERVICES CREDENTIAL, P.P.S. (ELIGIBLE)

## Contact Information

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## Introduction

The LMU School Psychology Programs are accredited by the National Association of School Psychologists (NASP), WASC Senior College and University Commission (WSCUC), and California Commission on Teacher Credentialing (CTC). The School Psychology Programs offers two distinct training options: a traditional on campus cohort program and a fully online cohort program for candidates residing across California. Candidates in both programs take 63 units and complete 1700 hours of fieldwork across three (3) years. Candidates in the online program take all coursework online, with at least 50% synchronous instruction to facilitate a meaningful learning community. Candidates in the on campus program take coursework on LMU's Los Angeles campus and may take up to 18 units online during the program. Content in both programs is informed by the NASP Domains of Practice and the School of Education Conceptual Framework. Social justice is a strong emphasis.

Both programs lead to an M.A. in Educational Psychology and an Ed.S. in School Psychology, and both meet the requirements for the CA Pupil Personnel Services Credential in School Psychology. Prior to graduation, candidates are required to score at least 155 on the Praxis School Psychologist Exam (5403), which also allows graduates to apply for Nationally Certified School Psychologist (NCSP) status. After two years of post-graduate employment as a school psychologist, graduates are eligible to sit for the Licensed Educational Psychologist (LEP) exam administered by the California Board of Behavioral Sciences.

All LMU School of Education credential programs meet California state requirements as specified by CTC. The institution has not made a determination as to whether the credential program meets the requirements of states outside of California.

## Outcomes

Candidates who complete one of the School Psychology Programs will:

1. Consider individual differences, diversity, and ecological factors during decision-making and when conducting all aspects of service delivery.
2. Employ leadership knowledge and skills to effectively consult, collaborate, communicate, evaluate, and improve home-school-community partnerships, services, and supports for all students.
3. Use research-informed and evidence-based direct and indirect interventions and practices at the individual, group, and/or system levels.

4. Select, collect, and use data to monitor progress, make decisions, and demonstrate positive impact with students, families, and communities.

## Admission Requirements

- Online Graduate Application
- Bachelor's Degree from a Regionally Accredited Institution
- Official Transcript from all Colleges/Universities Attended, including all Community/Junior Colleges
  - Applicants who completed an undergraduate/graduate degree outside of the United States of America:
    - Official Transcript Evaluation from an approved evaluation agency that details content of coursework completed, degree equivalency, and cumulative GPA
  - Official Transcript still needs to be submitted with Transcript Evaluation
- Cumulative Undergraduate GPA of 3.0, or 3.05 in the last 60 Undergraduate Units, a 3.0 in at least 9 Graduate Units, or Completion of a Request for Exception to GPA Requirement
- Applicants whose citizenship is from a country where English is not the primary language:
  - TOEFL or IELTS or Duolingo English Test Minimum Scores (unless a High School Diploma or a Bachelor's Degree was obtained in the United States)
- An undergraduate major or minor in psychology, child development, education, or a highly related field. Candidates with degrees in other fields need to complete 18 semester units of prerequisite coursework in psychology prior to the start of the program. Prerequisite coursework should include: Introductory Psychology; Cognition/Learning Theories; Human Development/Developmental Psychology; Physiological/Neurological Psychology; Statistics/Experimental Psychology; and Social/Abnormal/Personality Psychology.
- The name and email address of three individuals who can speak to the applicant's academic and professional potential.
  - Ideally, at least one of your recommenders is a school psychologist or a professional who is very familiar with school psychology practice and specifically can speak to your qualifications for this job.
- Personal Statement of Intent (2-4 pages, double-spaced) that addresses:
  - Why you want to be a school psychologist and what draws you to this profession.
  - What you have learned from your volunteer/work experience with school-aged children, including those from diverse backgrounds and those with exceptional needs.
  - Aspects of your own background and lived experience that will contribute to the strengths of a diverse cohort learning community.
  - What makes the LMU School Psychology Program a good fit for you.
- Professional Resume.

## Post-Admission Requirements

The post-admission requirements are the same for both School Psychology Programs:

- CTC Certificate of Clearance (COC) due no later than the end of August preceding the first fall semester of enrollment.

- Basic Skills Requirement (BSR) due no later than the first fall semester of enrollment.

## Degree Requirements for M.A. in Educational Psychology & Ed.S. in School Psychology

The degree requirements are the same for both School Psychology Programs:

Code	Title	Semester Hours
<b>Required Coursework M.A. in Educational Psychology</b>		
EDSP 6501	Introduction to Ethics and School Psychology Practice	1
EDSP 6504	Statistics, Research Methods, and Program Evaluation	3
EDSP 6505	Advocacy, Leadership and Professional Practice I	1
EDSP 6506	Seminar in Counseling and Interpersonal Relations	3
EDSP 6507	Advocacy, Leadership and Professional Practice II	1
EDSP 6508	Student Diversity and Exceptionalities	3
EDSP 6510	Seminar in Instruction and Learning	3
EDSP 6512	Group Counseling and Intervention with Children and Adolescents	3
EDSP 6513	Advanced Counseling Seminar I	2
EDSP 6514	Family, School, and Community Collaboration	3
EDSP 6515	Advanced Counseling Seminar II	2
EDSP 6518	Assessment and Intervention for Cognitive and Learning Problems I	3
EDSP 6520	Prevention, Intervention, and Consultation	3
EDSP 6522	Assessment and Intervention for Cognitive and Learning Problems II	3
EDSP 6524	Practicum in School Psychology I	3
EDSP 6525	Practicum in School Psychology II	3
EDSP 6526	Social Responsibility, Violence Prevention, and Crisis Intervention in Schools	3
EDSP 6528	Social, Emotional, and Behavioral Assessment	3
EDSP 6534	Advanced Assessment and Positive Behavioral Intervention	3
<b>Subtotal</b>		<b>49</b>
<b>Required Coursework Ed.S. in School Psychology</b>		
EDSP 6530	Treatment of Emotional and Behavioral Disorders in Children and Adolescents	3
EDSP 6532	Seminar in School Systems and Psychological Services	3
EDSP 6535	Seminar in Ethical Leadership and Social Justice I	1
EDSP 6537	Seminar in Ethical Leadership and Social Justice II	1
EDSP 6538	Supervised Internship in School Psychology I	3
EDSP 6540	Supervised Internship in School Psychology II	3
EDSP 6995	Comprehensive Examination	0
<b>Subtotal</b>		<b>14</b>
<b>Total Semester Hours</b>		<b>63</b>

## Additional Requirements

- Year 2 Portfolio
- Year 3 Portfolio
- Praxis School Psychologist Exam with minimum score of 155

## Pupil Personnel Services Credential in School Psychology Requirements

To be recommended for the Pupil Personnel Services (PPS) Credential in School Psychology, candidates must:

- Complete all above-listed coursework with a minimum grade of B-and complete all program requirements.
- Complete 1700 hours of fieldwork at approved sites with minimum ratings of “effective” or “frequently evident” by field mentors